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ABSTRACT

This guide contains interdisciplinary teaching materials to help administrators and teachers develop pedestrian safety programs. The materials can be easily integrated with language arts, art, and social studies courses. Objectives of the materials, which can be used in kindergarten through grade nine, include understanding pedestrians' rights and responsibilities, being alert to danger at all times, realizing that emotions and drugs can modify reactions to traffic hazards, and understanding that safety depends upon awareness, caution, and sensible behavior. The materials are presented in ten units. Each unit contains a pretest, key thoughts, learning activities, a lesson planning guide, evaluation materials, and a posttest. Content includes basic rights and responsibilities of pedestrians, importance of being clearly visible, effects of being emotionally preoccupied, rules of traffic control, dangers of intersections and traffic routes, bicycles and dogs, school buses, misconceptions about vehicle drivers always being alert, dangerous effects of drugs and medicines, and hitch-hiking. The guide concludes with lists of related resource materials. (AV)

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PEDESTRIAN SAFETY

A STEP IN THE RIGHT DIRECTION

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of General Education Curriculum Development
Albany, New York



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Supervisor, Safety Education Unit
Louis J. Frani

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Foreword

Schools have an obvious concern with developing basic pupil skills in language arts, social studies, mathematics and science. Schools must also concern themselves with their pupils' development of basic skills in safety and health.

Pedestrian safety skill development may begin as a formalized pre-Kindergarten program in which pupils learn how to walk safely. They must be made to realize the dangers that are present in walking to school or to the school bus stop. Pupils must know how to cross streets and highways safely and they must know how to board a school bus and leave it in a safe manner.

It is suggested that a program in pedestrian safety be initiated at the earliest opportunity and that basic safety skills be reinforced throughout the school year.

This guide has been developed to assist administrative and teaching personnel in the preparation of district-wide pedestrian safety programs.



PRETESTS/POSTTESTS

This curriculum guide contains suggested PRETESTS and POSTTESTS for teachers to use if they wish to evaluate their pupils' levels of understanding before and after a unit is taught.

PHOTODUPLICATION

The test pages and selected information pages may be photocopied or a spirit master may be made for offsetting individual copies for each pupil.

NONREADERS

Nonreaders may be tested by reading the statement to them in a small group- discussing the meaning of the statement- and by having pupils raise their hands to indicate whether they agree or disagree with the statement.

SPEED MARKING

If individual test papers are collected from pupils, the papers can be fanned out from left to right to show all answers to all questions at one time. A blank test paper placed at the left end can then be used to record the number of correct (or incorrect) answers to each question.

PUPIL ASSESSMENT

Test information can be used to assess pupil preknowledge, teaching effectiveness, changes in pupil responses over time, and changes in pupil attitudes. This information can then be used to modify or enhance the teaching/learning environment on a class basis or as a method for developing individualized instructional methodologies.

PUBLICATION DESIGN

This publication is designed to meet individual needs. Each unit stands alone and the key thoughts and problems may be selected as teaching/learning alternatives. Some key thoughts and problems will appear in more than one unit.

INTEGRATION AND USE

Teachers should make every effort to integrate safety education into every phase of their ongoing program. It is suggested that teachers leaf through this publication to see whether any of the included materials are appropriate for tomorrow's lesson in language arts, art, or social studies. [The possible grade levels of most of the understandings have been indicated by marginal notation.] If you plan to use specific pages, fill in the date in the FOR line at the bottom of the page. After the lesson has been taught, check the right margin to indicate the understandings that you have taught and the concepts that your pupils have developed.



The preliminary draft of this publication was prepared under the direction of Louis J. Frani, supervisor of the Safety Education Unit, by Frank M. Beyer, associate in safety education.

Valuable suggestions and contributions were made by Phyllis McLean and K. Linda Nuss, Rush-Henrietta Central School District; Michael Hill, Johnsbury Central School District; Katherine Hepinstall, South Colonie Central School District; Barbara Pinder and Anthony Licardi, Pine Bush Central School District; Michael Dorgan and Maureen King, East Greenbush and Roger Forando, Granville Central School District.

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Goals

Unit 1

Pedestrians should:

- understand their rights and responsibilities
- practice safe walking habits at all times.
- learn that walking can be dangerous but that being alert to danger can help to minimize accidents.
- walk on sidewalks when they are provided and walk on the road shoulder facing oncoming traffic where walkways are not provided.
- always use extreme caution when they see or hear an approaching vehicle.
- be prepared to get out of the way of oncoming vehicles—regardless of who has the right-of-way.

Unit 2

Pedestrians should:

- be alert to danger at all times.
- be prepared to move out of the way of oncoming traffic.
- be of help to motorists by acting in a responsible manner.
- wear bright, reflective clothing when they are walking along roads or highways during rain or fog, and at times of darkness.
- carry a flashlight when walking along roads or highways at times of darkness.

Unit 3

Pedestrians should:

- realize that impatience, anger, fear, euphoria, and stress can modify their perceptions of, and their reactions to, traffic hazards.
- realize that being alert to danger can help to minimize accidents.
- understand that emotional feelings can cloud reality.

Unit 4

Pedestrians should:

- have a basic understanding of their rights and responsibilities.
- practice safe walking habits at all times.
- learn that walking can be dangerous but that being alert to danger can help to minimize accidents.

Unit 5

Pedestrians should:

- learn that some intersections are safer than others.
- realize that some walking routes are safer than others.

- understand that safety depends upon awareness, caution, and sensible behavior.
- become aware that moving vehicles may not always be able to avoid collision with pedestrians.

Unit 6

Pedestrians should:

- have a basic understanding of their rights and responsibilities.
- practice safe walking habits at all times.
- learn that the custom of keeping to the right minimizes potential conflict.
- learn that their courtesy and good manners help all people use the sidewalks with smoothness and efficiency.

Unit 7

Pedestrians should:

- understand that safety depends upon awareness, caution, and sensible behavior.
- realize that vehicles may not always be able to avoid collision with pedestrians.

Unit 8

Pedestrians should:

- understand the rights and responsibilities that they have as users of the public roads and highways.
- cross roads at intersections.
- move across a road only when the traffic control light facing them is green, when the "Walk Light" facing them shows the word WALK, and after all oncoming traffic has stopped.
- use extreme care at intersections where vehicles are turning right while facing a red traffic signal.
- walk on the shoulder of a road facing oncoming traffic.

Unit 9

Pedestrians should:

- understand that some foods and drugs are dangerous to their health and safety.
- realize that some foods and drugs can modify their sense of reality.
- be aware that some foods and drugs can increase their likelihood of being in an accident.
- know that mind boggling drugs should not be used by pedestrians or by drivers.

Unit 10

Pedestrians should:

- learn that hitch-hiking can be dangerous.
- understand that in many towns and cities, traffic ordinances prohibit hitch-hiking and that hitch-hikers may be subject to arrest.
- realize that if a vehicle operator is arrested for an alleged violation or crime that the passenger may also be cited as an accomplice or held as a material witness.

Each unit is a complete lesson. Teachers may freely select units that are appropriate for their grade level and the maturity of their pupils. The stress is on safety and the KEY THOUGHTS presented include:

- Unit 1
 - Pedestrian safety rules are complex because pedestrians walk at different speeds in many different directions in a wide variety of traffic conditions.
 - Pedestrians must be able to cross streets and highways safely.
 - Pedestrians must be alert to danger.
- Unit 2
 - Pedestrians must be especially alert during times of poor visibility.
- Unit 3
 - Emotional stress can cause unsafe actions.
- Unit 4
 - Traffic control devices are purchased and installed by communities to protect lives and property.
 - Pedestrians must be able to cross streets and highways safely.
- Unit 5
 - Pedestrians must be able to anticipate danger.
- Unit 6
 - Pedestrians must be able to walk along sidewalks with a minimum of confusion and danger.
 - Pedestrians should always keep to the right side of a sidewalk.
- Unit 7
 - Pedestrians must assume responsibility for their personal safety.
 - School bus stopping points should provide drivers with adequate visibility in all directions.
- Unit 8
 - Responsible behavior minimizes accidents.
- Unit 9
 - Every pupil must understand that responsible, rational behavior is essential to health and safety.
- Unit 10
 - The dangers present while walking along a highway may be insignificant in comparison to the dangers present when you accept a ride from a stranger.
 - Riding in or on a vehicle that comes to a sudden stop can cause personal injuries.

Unit I -- Pedestrians

The Problem

Pedestrians are walkers -- walkers who walk at different speeds and in many different directions. Pedestrians must understand that they have special rights and privileges as well as responsibilities. Pedestrians must be able to protect themselves from harm.

The Goals

PEDESTRIANS SHOULD:

- understand their rights and responsibilities
- practice safe walking habits at all times.
- learn that walking can be dangerous but that being alert to danger can help to minimize accidents.
- walk on sidewalks when they are provided and walk on the road shoulder facing ongoing traffic where walkways are not provided.
- always use extreme caution when they see or hear an approaching vehicle.
- be prepared to get out of the way of ongoing vehicles -- regardless of who has the right-of-way.

PEDESTRIANS MUST:

- be alert to danger at all times.
- be able to walk along streets and highways safely.
- be able to cross streets and highways safely.



Unit I - Pedestrian Safety

Motivators - Select those that are appropriate for your class and teaching style.

Bulletin Board Displays

- * Safety slogans
- * Pictures of safe pedestrian practices

Safety Corner Displays

- * models of cars, trucks, and buses placed on a simulated intersection
- * models of pedestrians preparing to cross an intersection
- * models of pedestrians positioned to represent safe walking habits

Games and Simulations

- * Red light
- * Follow the leader
- * Traffic patrol
- * The school bus

Poems for Choral Speaking

To know what traffic signals mean,
you have to be a thinker.
"Stop!" cries red,
"Go!" says green,
"Be careful!" warns the blinker.
by Leland B. Jacobs



Songs for Group Singing as a round to the tune of Row, Row, Row, Your Boat

Cross, cross, cross the street
When the light is green
Never, ever cross on red--amber--or between

Pupil _____ Class _____ Teacher _____

Unit 1 - Pretest Score _____

If the statement below is true or correct place a check (✓) in front of the number. If the statement is false or untrue place an "X" in front of the number.

- _____ 1. Pedestrians should stop, look carefully for traffic, and cross the road or highway at a crosswalk.
- _____ 2. When walking on a sidewalk, pedestrians should keep to the right.
- _____ 3. When walking along a road or highway, pedestrians should walk on the road shoulder facing traffic.
- _____ 4. When you see pedestrians moving toward you, while you are walking in the opposite direction on the same sidewalk, move slightly toward the right.
- _____ 5. Cross streets and highways at corners.
- _____ 6. Pedestrians should only cross a road or highway when their path is free of moving vehicles.
- _____ 7. Pedestrians should remember that they can usually see the headlights of oncoming traffic long before the drivers can see them.
- _____ 8. Being alert to danger can help pedestrians reduce the number of accidents that occur.
- _____ 9. Pedestrians can be certain that when the traffic light facing them is green that moving traffic in front of them will stop.
- _____ 10. Pedestrians should use their heads as well as their feet when they are walking.
- _____ 11. When walking during the dark pedestrians should wear bright or reflective clothing.
- _____ 12. Pedestrians should stay well back from the road during wet, icy, or snowy road conditions.

Unit I - Pedestrians

Walkers are pedestrians and pedestrians have special rights and privileges. Pedestrians also have responsibilities. A very important responsibility that pedestrians have is to protect themselves from harm.

The Goals

STUDENTS SHOULD LEARN THAT WALKING CAN BE DANGEROUS BUT THAT BEING ALERT TO DANGER CAN HELP TO MINIMIZE ACCIDENTS.

K-9

Key Thought

PEDESTRIANS WALK AT DIFFERENT SPEEDS AND IN MANY DIFFERENT DIRECTIONS.

K-9

Problem

* *How do pedestrians keep out of each other's way to prevent bumping and accidents?*

K-9

Possible Solutions

- A convenient way to minimize pedestrian conflict is to keep to the right when walking on a sidewalk or in a crosswalk.
- When passing slower walkers, move slightly to the left.
- When meeting oncoming pedestrians headon, move slightly to the right.



Key Thought

PEDESTRIANS MUST BE ABLE TO CROSS STREETS AND HIGHWAYS SAFELY.

K-9

Problem

* *How do pedestrians keep out of the way of motorcars, bicycles, motorcycles, and trucks?*

Possible Solutions

- Pedestrians should look ahead, behind them, and to the right and left and listen for the sounds of approaching vehicles. Pedestrians should only cross when their path is free of vehicles.

K-9

- Pedestrians should cross traffic-light controlled intersections when the light facing them is green or they face an illuminated "Walk" sign. In any case, pedestrians should not proceed into the road until all traffic has stopped. K-9
- Pedestrians should cross the streets and highways at corners. Pedestrians should not walk into the path of a vehicle. K-9

Key Thought

PEDESTRIANS MUST BE ALERT TO DANGER.

Problem

- * *How do pedestrians become aware of danger?* K-9

Possible Solutions

- Pedestrians must develop their abilities to see and hear oncoming vehicles.
- Pedestrians should make a habit to look to the left and right before crossing a street or highway. K-9
- Pedestrians should listen for warning sounds that indicate oncoming traffic - horns, engine noises, tire sounds, and the bells or sirens of fire trucks and other emergency vehicles. K-9
- Pedestrians should remember that they can see the headlights of oncoming traffic long before the vehicle drivers can see them. K-9



LEARNING ALTERNATIVES

- class discussions of pedestrian safety K-9
- dramatic participation in plays or skits that show the dangers that pedestrians face and the way that safe practices can be developed 4-9
- a student slogan contest 3-9
 - "Wait for the Green!"
 - "Stop, Look and Listen!"
 - "Traffic Safety Pays!"
 - "An Ounce of Caution is Worth a Pound of Hospitalization!"
 - "Don't Cross on Red!"
 - "Sometimes Cars Can't Stop!"
- a student poster contest 4-9
- a sand table map of the school and pupils' home area with streets, highways, and moveable vehicle models K-6
- a wall display of traffic signs
- a working model of a traffic light that could be used for playing the game "Red Light" K-3
- an automobile bumper mounted on a wall of the school with stopping distances painted on the concrete or tarmac K-9
 - A car traveling 10 miles an hour needs 32 feet of space to come to a full stop.
 - A car traveling 20 miles an hour needs 64 feet of space to come to a full stop.
 - A car traveling 30 miles an hour needs 106 feet of space to come to a full stop.
- a photographic essay of safe pedestrian practices 4-9
- stories
 - * Let's Walk
 - * The Wee Walkers
 - * The Parade

A STORY FOR GRADES 3-6

LET'S WALK

Almost everyone is a walker.

We set a direction - lean a bit - place one foot to the front - lean a bit more, shift our weight, and then we move our other foot in front of the first. We have moved - and we continue to move - one step at a time.

WALKING IS A WAY TO GET SOMEWHERE. Walking is fun - and walking helps to keep us aware of the things around us. When we walk barefoot our feet seem to tell us of texture - temperature - dryness or wetness - we can walk through grass or sand or mud and we experience our environment as we progress toward our goal in the distance.

Walking involves more than our feet - our whole body is involved - feet, ankles, legs, knees, thighs, buttocks, back, arms, chest, neck, and even our head.

Do you use your head when you walk? Does it help to provide you with a view of where you are going - or where you have been?

LET'S USE OUR HEADS WHEN WE WALK - let's keep alert - let's walk briskly - and keep out of the way of lions, tigers, elephants, bicycles, trucks, cars, buses, and trains.

Lions, tigers, elephants, bicycles, cars, buses and trains can be bad for our health - they can dent us, knock us down, break our bones, and give us a bad time - WATCH OUT FOR THE ELEPHANTS!

Lucky for us most motor cars do not get onto the sidewalks - we are relatively safe as we walk on the sidewalk. Elephants usually walk in the road or on the jungle paths - tigers are seldom seen on sidewalks - but other pedestrians might bump into us



on a crowded sidewalk. To prevent getting bumped or dented we stay to the right side - that way pedestrians can move in different directions without bumping - except at corners - CORNERS CAN BE DANGEROUS. CROSSING THE STREET CAN ALWAYS BE DANGEROUS. To protect ourselves we must keep our eyes open - keep to the right - listen for sounds of approaching danger and USE GREAT CAUTION AT CORNERS AND WHEN WE CROSS THE STREET.



For _____

THE PARADE

Shall we walk down to the corner to see the parade?

We can hear the sounds of marching feet — we can hear the drums and bugles — we can see lights flashing and we can see clowns — and baton twirlers — and musicians and huge floats and colorful balloons.

We can see horses and elephants, and tigers, and bears.

We stand on the sidewalk and watch the parade pass. We keep out of the way of elephants and tigers and bears -- we keep out of the way of drummers and fifers and toot horns passing in parade.

We keep out of the way of fire trucks, and motor cars, and lions, and musicians, and elephants and bicycles.

We keep out of the way because we do not want to get hurt.

Being a pedestrian is fun but it can also be very dangerous.

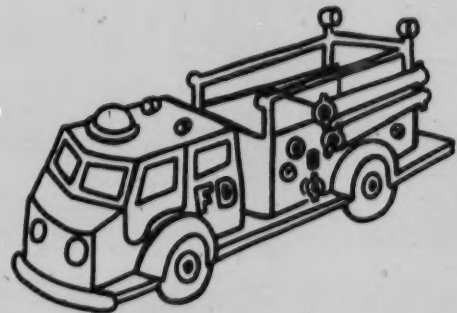
Pedestrians have rules that help to keep them safe.

Pedestrians walk on sidewalks and they keep to the right.

They walk with their eyes open and they listen for dangerous sounds — they listen for elephants and tigers, and fire trucks and bicycles and motor cars — they listen for other pedestrians too.

When pedestrians walk during cloudy dark weather they wear bright clothes and when they walk along a roadway at night they carry a flashlight to shine on themselves to help motorists know where they are.

Safety is important — and being safe can be fun!



Pedestrians always look for oncoming traffic — even when the traffic light is green.

Before crossing the street we should stop — and look — and listen.

We look to the left — to the right — to the left again and as we near the middle of the road we look to the right once more — and we cross as quickly and as safely as we can.

We do not stop in the road to tie our shoelace or to pick bright yellow dandelions. We get across as quickly and as safely as we can.

Walking is fun but getting hit by a motor car, or a truck, or a fire engine is not fun — it can be just as hurtful as being stepped on by an elephant, or by a rhinoceros or by a hippopotamus.



For _____

ROADS AND HIGHWAYS

Roads and highways were once built for pedestrians — and for horses — and sometimes for elephants. Roads and highways make it easy to get from one place to another.

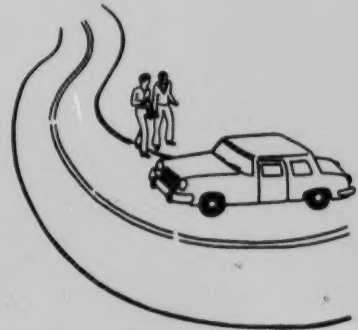
When walkers were on roads and highways they did not have to climb over piles of loose rock or piles of sand. They did not have to walk around trees or duck under low-hanging branches.

Roads and highways make it possible for people to move from one place to another quickly and easily and without getting their feet wet.

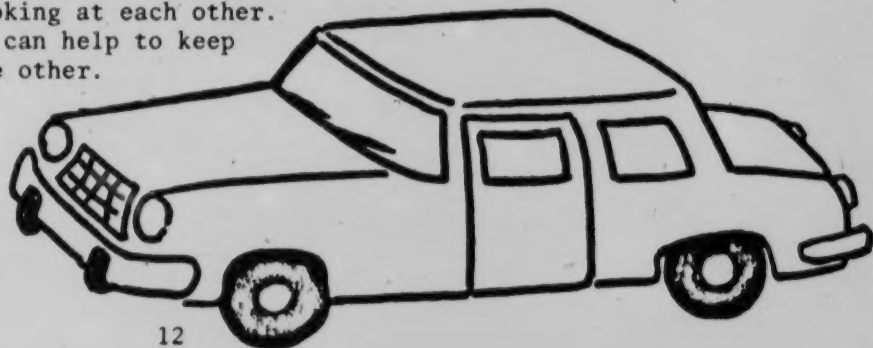
Modern roads and highways have been built for motor cars and trucks and motorcycles. Modern high-speed roads are not intended for use by pedestrians, or bicyclists, or by walking tigers, or lions, or bears.

Sometimes it is necessary to walk along a road to get to a destination. When we do this we are in danger. Cars and trucks may not see us as we walk along the shoulder of the road. Sometimes pedestrians are hurt, or even killed.

It is a good idea to be able to see cars that are coming toward you. If the car cannot move away from you, then you can move away from the car. Think about this and you can make a personal safety rule. KEEP AWAY FROM MOVING CARS. It is easy to do this when you can see the cars — so the best place to be when you are walking on the highway shoulder is to WALK FACING TRAFFIC. That way your eyes and the car driver's eyes are looking at each other. That way each of you can help to keep out of the way of the other.



For _____



LESSON PLAN PLANNING GUIDE

Concepts for Appropriate Development

Authority	Idealism	Property
Behavior	Individualism	Responsibility
Change	Interdependence	Rights
Communication	Justice	Self-sufficiency
Conflict	Law	Stability
Education	Maintenance	Transportation
Environment	Mobility	Values
Freedom	Motivation	Visibility
Government	Participation	

Goals and Objectives

- 1.
- 2.
- 3.

Time Frame

This unit will require _____ minutes for _____ days.

Target date ____/____/____

Integrated Learnings

This unit will be integrated with learnings in -

- _____ social studies
- _____ reading
- _____ language arts
- _____ arithmetic/math.
- _____ arts/crafts
- _____ playground/recreation/recess
- _____ music/dance
- _____ other

Preliminary work

Teachers will...

obtain:

pictures for discussion from library file _____ personal file _____
multimedia materials... slides _____ films _____ tapes _____ records _____
models of cars, trucks, pedestrians,...
maps of the school district

prepare:

handout sheets for pretest and posttest
dittos or repros of pictures for pupils to color
dittos or repros of traffic intersections to stimulate thinking
a list of suggestions for pupil created posters

- an attitude survey
- a "safe pedestrian practices" list
- a collection of books and stories which deal with pedestrian safety
- a plan for pupil development of a bulletin board or safety corner display

develop:

- a file folder of newspaper or magazine pictures and articles for bulletin board display. The front of the file folder can be used for preliminary layout suggestions.
- ideas for artwork projects such as pictures, mobiles, paper sculptures, charts, free expression sketches of cars, trucks, vans, buses and pedestrians.
- ideas for construction projects similar to those on page ____ and page _____. (These pages may be photoreproduced for class or small group use.) The "cars" and "van" may be colored or ornamented and used as part of a pedestrian safety activity or display. Cut and paste activities can help teachers evaluate a pupil's ability to follow directions, eye-hand coordination, imagination, and creativity. Major emphasis should be placed on the development of safe pedestrian practices.

Alternative teaching modalities

Discussion

- total class
- small groups

Pretest

Discussion of safety concepts

- total class
- small groups

Activity and project work on a small group or individual basis.

Plays, skits, stories

Creative writing

- essays
- limericks
- poems
- jingles

Arts and crafts

Music and songs

Attitude discussion and evaluation

Posttest

Lesson evaluation

Attitude and knowledge evaluation

Summation and conclusions

Summary for Reinforcement

- When walking — be aware of all other traffic — cars, trucks, pedestrians, bicycles, and motorcycles.
- When a traffic light is present always cross with the green light.
- Always get out of the road as quickly as you can.
- Always walk facing traffic and be prepared to get out the way of oncoming vehicles.
- When you must walk during the dark or during rainy weather, always wear bright or reflective clothing.
- When in the city or town, it is safest to cross the street at a corner or crosswalk. Stop, and look, and listen before you cross.
- Never move into a road or highway without first stopping and looking for oncoming traffic.
- Parked cars and trucks are a special hazard — use extreme caution when walking around or between them.

EVALUATION

Methods and materials that I found successful -

Methods and materials that I found did not work with this class -



Unit 1 - Posttest

If the statement below is true or correct place a check (✓) in front of the number. If the statement is false or untrue place an "X" in front of the number.

- _____ 1. When pedestrians must walk along the shoulder or berm of a road or highway they should always face oncoming traffic.
- _____ 2. When walking on a sidewalk pedestrians should keep to the right.
- _____ 3. During periods of darkness pedestrians can see the headlights of an oncoming vehicle long before the driver can see the pedestrian.
- _____ 4. It is foolish and dangerous to walk or run onto a highway without first looking for oncoming traffic.
- _____ 5. In cities, towns, and villages the safest place to cross a road is at a corner.
- _____ 6. Alert pedestrians can reduce the number of accidents that occur.
- _____ 7. Pedestrians should wear bright or reflective clothing when walking during periods of darkness.
- _____ 8. Pedestrians should stay well back from the road during wet, icy, or snowy road conditions.
- _____ 9. Walkers on sidewalks should move slightly to the right when passing slower pedestrians.
- _____ 10. Pedestrians should listen for the sounds of oncoming vehicles.
- _____ 11. Pedestrians should make it a habit to look to the left and right before crossing a street or highway.
- _____ 12. A car traveling at 20 miles an hour needs more than sixty feet of road in order to come to a full stop.

Unit 2 -- To Be Seen and Not Hurt

The Problem

Vehicle drivers must be able to see pedestrians if danger is to be avoided.

The Goals

PEDESTRIANS SHOULD:

- be alert to danger at all times
- be prepared to move out of the way of oncoming traffic.
- be of help to motorists by acting in a responsible manner.
- wear bright, reflective, clothing when they are walking along roads or highways during rain or fog, and at times of darkness.
- carry a flashlight when walking along roads or highways at times of darkness.

PEDESTRIANS MUST:

- learn that they are most visible to vehicle operators during bright sunshiny days.
- learn that their safety depends upon the alertness of drivers - pedestrians that suddenly dart into the road may not be seen in time enough to avoid collision.
- learn that vehicle operators are most alert, and will see pedestrians most quickly, at those places where pedestrians are expected to be - at intersections - or when they are facing traffic when walking along a road shoulder.
- learn that vehicle operators who are driving into bright light may be temporarily blinded - a pedestrian walking on the road shoulder facing traffic will not be blinded at the same time - by sensing the driver's problem a pedestrian can move away from danger.
- learn that they are least visible to vehicle operators during the inclement weather of fog, rain- sleet, and snow.
- learn to help vehicle operators avoid a tragedy by using a flashlight at night to illuminate themselves when cars or trucks approach.

Unit 2 - To Be Seen and Not Hurt

Motivators - Select those that are appropriate for your class and teaching style.

Bulletin Board Displays - Title, "To Be Seen and Not Hurt".

- safety slogans
- pictures of safe pedestrian practices

Safety Corner Displays

- models of pedestrians dressed in neutral colors and placed against a neutral background with at least one model dressed in white
- models of cars painted in neutral colors placed against a neutral background with at least one model painted bright yellow or off-white
- a papier mache or plaster and newspaper model of a twisting, hilly road with model trees and bushes close to the road
- a simulated night scene with the landscape painted in greys and blacks with black painted model vehicles and dark painted pedestrian models.

Games and Simulations

- Waiting for the School Bus
- Walking at Night
- A Clothes Call
- A Flashy Escape

Field experiences

observation of safe pedestrian/traffic practices

individual pupil surveys of safe pedestrian practices

- Establish a team of volunteer observers to research and prepare a report on safe and unsafe pedestrian habits.
- Make a checklist that pupils might carry with them for a week or two.

Pupil _____ Class _____ Teacher _____

Unit 2 - Pretest Score _____

If the statement below is true or correct place a check (✓) in front of the number. If the statement is false or untrue place an "X" in front of the number.

- _____ 1. When walking along a road without a sidewalk, pedestrians should walk on the road shoulder facing traffic.
- _____ 2. When crossing a roadway at a traffic light controlled intersection a pedestrian should not step off of the curb until he/she has stopped to observe traffic conditions.
- _____ 3. When walking along a highway at night carry a flashlight and blink it at oncoming cars so that they will see you.
- _____ 4. In rain, sleet, or snow, the distance that a driver can see is severely limited.
- _____ 5. Pedestrians should never assume that an oncoming driver has his car under control.
- _____ 6. A person who crosses a roadway between intersections is known as a "jay-walker."
- _____ 7. When walking at night, pedestrians should wear light colored or reflective clothing.
- _____ 8. It takes more time and a greater distance for a car or truck to stop on wet or icy pavement than it does on a dry pavement.
- _____ 9. When pupils must cross the highway after getting off a school bus, they should wait until the bus moves on before crossing the road.
- _____ 10. In New York State cars are required to stop for a stopped school bus only when the bus's red lights are flashing.
- _____ 11. Pedestrians are not to walk on roadways when sidewalks parallel the roadway.
- _____ 12. Persons riding on bicycles are expected to observe traffic laws in the same manner as do other vehicles.
- _____ 13. When a bicyclist must use a sidewalk he should ride carefully, keep to the right, and sound the horn or bell to warn pedestrians of his approach.

- ___ 14. If a bicyclist hits a pedestrian with his bike he should stop, render assistance and get the name and address of the victim.
- ___ 15. It is not necessary for a pedestrian to check traffic flow at a signal controlled intersection.
- ___ 16. When a large group crosses an intersection, it is safest to walk single file.
- ___ 17. Pedestrians are not expected to wait for a traffic light to turn green before crossing an intersection if there is no traffic.
- ___ 18. Pedestrians in a crosswalk have the "right of way" regardless of the color of the light fronting them.
- ___ 19. Motorcycles need a greater stopping distance than an automobile when both are traveling at the same speed.
- ___ 20. Automobiles always stop for pedestrians.

Unit 2 - "To Be Seen and Not Hurt" deals with pedestrian visibility -

Pedestrians quite often have the belief that vehicles will always swerve to avoid hitting them. While it is true that most drivers will attempt to avoid a collision with a pedestrian, the driver may not be able to stop in time, may not be able to steer clear, or may not even see the pedestrian at all.

The Goals

STUDENTS SHOULD LEARN THAT THEIR SAFETY IS DEPENDENT UPON THEIR VISIBILITY AND THEIR COMMON SENSE.

Key Concept

PEDESTRIANS MUST BE ESPECIALLY ALERT DURING TIMES OF POOR VISIBILITY.

Problem

** What are the times or conditions of poor visibility?*

Possible Solutions

- Pedestrians can discuss and make a list of poor visibility conditions:

Danger spots include:

- extremely curvy or twisty roads with reversing curves
- low undulating hills which minimize a driver's vision
- icy or slippery road sections
- unlaned parking areas

Danger times include:

- Dark nights with high headlight refraction due to dust, fog, or haze
- Sunset and sunrise when headlights may be turned off and cars and pedestrians blend into the surroundings

- Snow and sleet storms
- Rain
- When the bright sun is low on the horizon and the glare temporarily blinds the driver -
[This effect may even occur at midday when cars are traveling in hilly areas.]
- When vehicles enter or leave tunnel areas which have minimal illumination
- When groups of pedestrians move from the highway shoulder onto the highway
- Knowledge of the times or conditions of poor visibility can help pedestrians prepare for safe travel when they select and wear clothing that is appropriate for inclement weather conditions
 - Chrome-yellow rainwear is reflective in both rain and snow.
 - Reflective tape attached to outer clothing can increase pedestrian visibility.
 - White or yellow clothing worn during periods of darkness can increase pedestrian visibility.
 - Clothing that sharply contrasts with the natural background can increase pedestrian visibility.

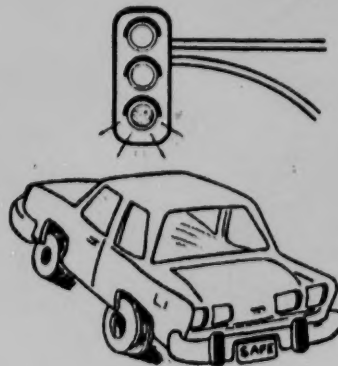
Problem

- * *Do pedestrians understand the purposes of traffic control lights or signals?*

Possible Solutions

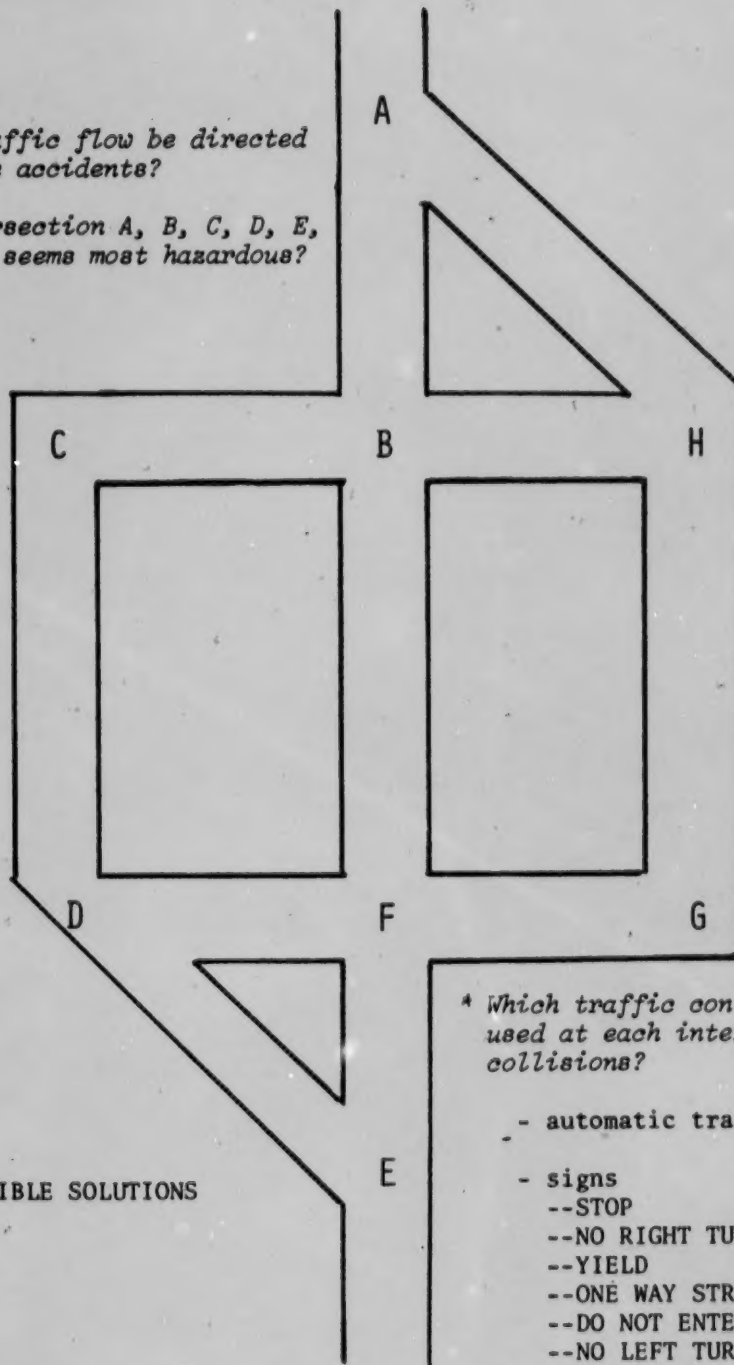
- Discuss the kinds and types of automatic traffic control lights and signals that are used in your community.
 - red - green - amber - red signals for the moving traffic lane
 - Cars should use extreme caution on amber, stop on red, and proceed with care of green.
 - Pedestrians should remain on the curb until the light facing them is green and all traffic has stopped.

- red - green - red signals for the moving traffic lane
 - Cars should proceed with care on green and stop on red.
 - Pedestrians should remain on the curb until the light facing them is green and all traffic has stopped.
- blinking or intermittent amber signals
 - At an intersection so controlled, cars should reduce speed and proceed with caution.
 - Pedestrians, at an intersection so controlled, should remain on the curb until all moving traffic has cleared the intersection.
 - Cars observing a blinking or intermittent amber signal at a school crossing area, at a curve, or at a lane reduction should reduce speed and proceed with caution.
 - Pedestrians in the vicinity of a blinking or intermittent amber signal should use extreme caution.
- Prepare models of light-controlled intersections and have students demonstrate proper vehicle and pedestrian procedures under varying traffic conditions.
- Discuss how automated traffic lights minimize the chances of accident or collision when vehicles or pedestrians must cross a section of road which is also used by traffic moving in a different direction.



Problem

- * How can traffic flow be directed to minimize accidents?
- * Which intersection A, B, C, D, E, F, G, H, I seems most hazardous?



POSSIBLE SOLUTIONS

- * Which traffic control devices might be used at each intersection to minimize collisions?

- automatic traffic control lights
- signs
 - STOP
 - NO RIGHT TURN ON RED
 - YIELD
 - ONE WAY STREET
 - DO NOT ENTER
 - NO LEFT TURN

LEARNING ALTERNATIVES

- class discussion of pedestrian visibility
 - clothing that might be worn to increase visibility during the early morning or late afternoon and evening - bright yellow - bright orange - stripes - reflective tapes
 - clothing that might be worn to increase visibility during a heavy snow squall - bright yellow - bright orange - light colors with dark bands or stripes - colored reflective tapes
 - reasons why pedestrian visibility is essential to pedestrian safety
- dramatic participation in plays or skits that show the need for increased pedestrian visibility
- a student slogan contest
 - "Remain in sight, wear bright clothing at night"
 - "Colors bright, help drivers at night"
 - "Children should be seen and not hurt"
 - "Wear colors that glow when walking in snow"
- a student poster contest
- a sand table display of models wearing bright or reflective clothing
- a bulletin board display of bright and reflective clothing
- stories developed by students which deal with the hazards of not being visible
 - "Danger in the Dark"
 - "Don't Hide in the Snow"
 - "Dark Roads are Dangerous"

Always Be Careful...

A SAFETY CHECK LIST OF PEDESTRIANS THAT I HAVE SEEN:

WINNERS

LOSERS

DIRECTIONS



EACH TIME THAT YOU SEE A
PEDESTRIAN DOING ANY OF THE
FOLLOWING THINGS, DRAW A
CIRCLE AROUND NUMBER 1.
EACH TIME THAT YOU SEE
ANOTHER PEDESTRIAN DOING
THE SAME THING, CIRCLE THE
NEXT NUMBER. HOW MANY
WINNERS AND LOSERS WILL YOU
SEE?



COUNTRY ROADS

Walking on the correct side
of the road, facing oncoming
traffic.

1 2 3 4 5 6 7 8 9 10

TEN PLUS...

1 2 3 4 5 6 7 8 9 10

TWENTY PLUS...

1 2 3 4 5 6 7 8 9 10

TOTAL SCORE _____

Walking on the wrong side
of the road, not watching
oncoming traffic.

1 2 3 4 5 6 7 8 9 10

TEN PLUS...

1 2 3 4 5 6 7 8 9 10

TWENTY PLUS...

1 2 3 4 5 6 7 8 9 10

TOTAL SCORE _____

CITY, TOWN, AND COUNTRY ROADS

Wearing light-colored or
reflective clothing while
walking along or crossing
the road or street in the
early morning or at night.

1 2 3 4 5 6 7 8 9 10

TEN PLUS...

1 2 3 4 5 6 7 8 9 10

TWENTY PLUS...

1 2 3 4 5 6 7 8 9 10

TOTAL SCORE _____

Wearing dark-colored
clothing while walking
along or crossing the road
or street in the early
morning or at night.

1 2 3 4 5 6 7 8 9 10

TEN PLUS

1 2 3 4 5 6 7 8 9 10

TWENTY PLUS...

1 2 3 4 5 6 7 8 9 10

TOTAL SCORE _____

WINNERS

LOSERS

CITY, TOWN, OR COUNTRY

Waiting for traffic to pass
and the road to be clear of
traffic before crossing the
street or road.

1 2 3 4 5 6 7 8 9 10

TEN PLUS...

1 2 3 4 5 6 7 8 9 10

TWENTY PLUS...

1 2 3 4 5 6 7 8 9 10

TOTAL SCORE _____

Trying to cross the road in
a hurry without waiting for
the street or road to be
clear of traffic

1 2 3 4 5 6 7 8 9 10

TEN PLUS...

1 2 3 4 5 6 7 8 9 10

TWENTY PLUS...

1 2 3 4 5 6 7 8 9 10

TOTAL SCORE _____

CITY OR TOWN

Standing back from the
curb while waiting for
the traffic control
light to signal "GO" or
"WALK"

1 2 3 4 5 6 7 8 9 10

TEN PLUS...

1 2 3 4 5 6 7 8 9 10

TWENTY PLUS...

1 2 3 4 5 6 7 8 9 10

TOTAL SCORE _____

Crossing an intersection
against a RED or "DO NOT
WALK" signal

1 2 3 4 5 6 7 8 9 10

TEN PLUS...

1 2 3 4 5 6 7 8 9 10

TWENTY PLUS...

1 2 3 4 5 6 7 8 9 10

TOTAL SCORE _____

DOES YOUR SURVEY SHOW THAT THERE ARE MORE WINNERS THAN LOSERS?

WHAT CAN YOU DO TO INCREASE THE NUMBER OF WINNERS?

WINNERS



LOSERS



LESSON PLAN PLANNING GUIDE

Concepts for Appropriate Development

Behavior	Participation
Change	Responsibility
Conflict	Rights
Environment	Self-sufficiency
Interdependence	Stability
Law	Transportation
Maintenance	Visibility
Mobility	

Goals and Objectives

- 1.
- 2.
- 3.

Time Frame

This unit will require _____ minutes for _____ days.

Target date ____/____/____

Integrated Learnings

This unit will be integrated with learnings in -

- _____ social studies
- _____ reading
- _____ language arts
- _____ arithmetic/math.
- _____ arts/crafts
- _____ playground/recreation/recess
- _____ music/dance
- _____ other

Preliminary work

Teachers will...

obtain:

pictures for discussion from library file _____ personal file _____
multimedia materials... slides _____ films _____ tapes _____ records _____
models of cars, trucks, pedestrians,...
maps of the school district

prepare:

handout sheets for pretest and posttest
dittos or repros of pictures for pupils to color
dittos or repros of traffic intersections to stimulate thinking
a list of suggestions for pupil created posters
an attitude survey
a "safe pedestrian practices" list
a collection of books and stories which deal with
pedestrian safety
a plan for pupil development of a bulletin board or safety
corner display

develop:

a file folder of newspaper or magazine pictures and articles for bulletin board display. The front of the file folder can be used for preliminary layout suggestions.

ideas for artwork projects such as pictures, mobiles, paper sculptures, charts, free expression sketches of cars, trucks, vans, buses and pedestrians.

ideas for construction projects similar to those on page 51 and page 53. (These pages may be photoreproduced for class or small group use.) The "cars" and "van" may be colored or ornamented and used as part of a pedestrian safety activity or display. Cut and paste activities can help teachers evaluate a pupil's ability to follow directions, eye-hand coordination, imagination, and creativity. Major emphasis should be placed on the development of safe pedestrian practices.

Alternative teaching modalities

Discussion

total class
small groups

Pretest

Discussion of safety concepts

total class
small groups

Activity and project work on a small group or individual basis.

Plays, skits, stories

Creative writing

essays
limericks
poems
jingles

Arts and crafts

Music and songs

Attitude discussion and evaluation

Posttest

Lesson evaluation

Attitude and knowledge evaluation

Summation and conclusions

Evaluation

Unit Two should be expanded to include -

Unit Two should have the following items deleted -

This Unit can be integrated with:

language arts
social studies
mathematics
art
music

This Unit should be taught during

- the first week of school
- the first month of school
- before January
- during January
- at the end of the year

Pupil _____ Class _____ Teacher _____

Unit 2 - Posttest Score _____

If the statement below is true or correct place a check (✓) in front of the number. If the statement is false or untrue place an "X" in front of the number.

- _____ 1. When walking along a road shoulder, pedestrians should be facing oncoming traffic.
- _____ 2. When crossing a light controlled intersection do not step off the curb until you have observed traffic movement.
- _____ 3. When crossing a light controlled intersection pay special attention to cars that may make a right turn on red.
- _____ 4. The distance that a driver can see is severely limited in rain, sleet, or snow.
- _____ 5. When walking at night pedestrians should wear light colored or reflective clothing.
- _____ 6. Playing in snow mounds or leaf piles that are near driveways or roads is dangerous.
- _____ 7. Cars and other vehicles may not be able to stop on wet or icy pavement.
- _____ 8. Cars traveling on wet or icy pavement may slide off the road at curves or turns.
- _____ 9. When pupils getting off a school bus must cross the road, they should wait for the driver's signal to cross and then look both ways to see if all traffic has stopped before they attempt to cross.
- _____ 10. When a large group crosses an intersection, it is safest to cross grouped together as closely as possible.
- _____ 11. When walking along a highway at night carry a flashlight and shine it on your body from head to toe when you see approaching traffic.
- _____ 12. Always be prepared to move out of the way of oncoming traffic.
- _____ 13. Danger spots include roads over low undulating hills and unlaned parking areas.
- _____ 14. Traffic moving toward the sun when it is low in the sky may not be able to see pedestrians or bicylists who are in front of them.
- _____ 15. A ball rolling into the road is often followed by an unthinking child.

Unit 3 - Feelings

The Problem

Pedestrians must realize that proper safety practices can be dependent upon their emotional feelings of fear, anger, impatience, love, aggression, and stress. Emotional feelings can sometimes prevent us from using our common sense or taking reasonable precautions. These same emotional feelings can also affect the safe driving habits of vehicle operators.

The Goals

PEDESTRIANS SHOULD:

- realize that being alert to danger can help to minimize accidents.
- understand that emotional feelings can cloud reality.
- realize that impatience, anger, fear, euphoria, and stress can modify their percepts of, and their reactions to, traffic hazards.

PEDESTRIANS MUST:

- be alert to danger at all times.
- be able to react to dangerous situations with clarity of thought and intelligence of reaction.

INFORMATION FOR TEACHERS

Many of your pupils may already have deep understandings of emotional responses. These emotional feelings may have been intensified by the home, the community, or the school. Pupils have had direct or vicarious experiences with many of these emotional responses and may already understand how their usual behavior can be modified.

Human beings are extremely complex. Each person has unique strengths, skills, and weaknesses, likes and dislikes, attitudes, and attributes. Every person develops unique relationships with their environments and to some extent becomes a part of that environment. The senses of sight, touch, hearing, smell, taste, and balance, all have an effect upon environmental percepts. Hunger, anger, fright, aggression, fatigue, and sorrow are among the human emotions and conditions that have an effect upon our percepts of reality. Our percepts can also be modified by ingested or inspired stimulants, depressants, and hallucinogens. Since each of us is constantly tested by our environment we can respond to the constant testing best when we are rested, alert, and strong. Pedestrians who are preoccupied, fatigued, or under stress or sedation may not be able to cope with the environmental challenges presented by moving traffic.

Vehicle drivers who are under stress, fatigued, or intoxicated may not be able to drive safely and properly. Emotional funk can be a threat to everyone.

The materials for this unit might be integrated with work in the language arts, the humanities, or the graphic arts.

Unit 3 - Feelings

Motivators

Bulletin Board Displays

- * Display of newspaper or magazine pictures showing people who are happy, sad, preoccupied, angry, under stress, fearful, aggressive, or impatient

Emotional Funk	
Emotion	Possible behavioral aberration
Anger	- Shortness of temper, aggressive behavior, abrupt action, preoccupation, inability to grasp new information
Fear	- Cowering behavior, abrupt action, preoccupation, rapid movement, illogical action
Sorrow	- Preoccupation, despondency, inward contemplation, inability to respond to environmental changes
Infatuation	- Preoccupation, inability to comprehend reality, stimuli may be depressed by fantasy
Stress	- Preoccupation with real or imaginary problems, frustration, shortness of temper, aggression, no consideration for others
Impatience	- Strong goal achievement orientation, preoccupation, lack of concern for others, imprudence

Pupils should realize that impatience, anger, fear, and stress can modify their percepts and their reaction to hazards. Pedestrians must be aware of danger and they must be able to react to dangerous situations with clarity of thought and intelligence of reaction.

Safety Corner Displays

* Display of safety slogans

- "Alcohol abuse kills, mutilates, and hurts."
- "There's less heat, when you keep cool!"
- "Ups and downs are great on a roller coaster, but dangerous for drivers."
- "Frustration is a failure!"
- "Make safe driving a habit."
- "Don't be in a hurry to become impatient!"
- "It costs less to hire a taxi than to pay the bills of your victims."
- "When preoccupation is first it locks the door to success!"
- "Safe walking is no accident."
- "Anger stimulates the muscles and dulls the mind."
- "If you need pills to make you feel normal - you're not normal - Get help!"
- "Getting angry is a maddening experience!"
- "We create our own problems."
- "Stress is a strain!"
- "Hate is an unloving experience!"
- "It's difficult to break down a stone wall with a glass bottle."
- "Lerts keep their eyes open for danger. Be a lert!"
- "Don't squash squiggles with a brick when they are squiggling on your mirror!"



* Displays of warning slogans or posters -

- "Don't fall asleep behind the wheel."
- "Emotional UPS and DOWNS are great on a roller coaster, but dangerous for drivers."
- "Make SAFE DRIVING a habit."
- "Safe Driving is NO ACCIDENT."
- "If you need pills to make you feel normal - you're not normal - GET HELP!"
- "We create our own problems."
- "Haste makes waste - WALK WITH CARE."
- "Prevent distress - STRESS SAFETY."
- "BE REASONABLE - use your common sense."
- "Alcohol abuse kills, mutilates, and hurts."
- "STAY ALERT - Why do you think they call it dope?"

* Displays of still pictures

- a youngster running into the street after a ball
- a youngster chasing her hat on a windy day
- a youngster pushing a bicycle with a flat tire across an intersection
- a person walking along a busy highway carrying a gasoline container
- a vehicle driver standing on the road looking at the smashed front end of his car
- a youngster running along the side of a road
- a youngster walking along a road during a thunderstorm with a bolt of lightening streaking toward a nearby tree
- a youngster reading a book as he crosses a traffic light controlled intersection

* Dramatic Participation

Teachers might try developing a dramatic participation with students reading the parts of characters who are:

friendly
persuasive
belligerent
uncomprehending
antagonistic
frightened
inebriated
depressed
blind
sad
drugged out
under stress

cooperative
cordial
sleepy
exhausted
preoccupied
haughty
aggressive
deaf
inarticulate
impatient
mind blown

* Games and Simulations

- Blind Man's Bluff
- Stress



Pupil _____ Class _____ Teacher _____

Unit 3 - Pretest Score _____

If the statement below is true or correct place a check (✓) in front of the number. If the statement is false or untrue place an "X" in front of the number.

- _____ 1. Anger and impatience can modify our perception of reality.
- _____ 2. Vehicle drivers who are sleepy or frustrated may not be able to control themselves or their vehicle.
- _____ 3. Pedestrians who are in a hurry may be so preoccupied that they become careless.
- _____ 4. Drivers and pedestrians who are angry or upset may lose their self-control and act in an aggressive or a careless manner.
- _____ 5. Emotional stress can cause an individual to act in unpredictable ways.
- _____ 6. Preoccupation can limit or decrease a person's awareness of danger.
- _____ 7. Drivers or pedestrians who have been drinking alcoholic beverages may find that their sense of time and distance are distorted.
- _____ 8. Pedestrians must be alert to danger at all times.
- _____ 9. Fear, anger, hatred, love, aggression, stress, and impatience can sometimes prevent us from using our common sense.
- _____ 10. Pedestrians must be able to react to dangerous situations with clarity of thought and intelligence of reaction.



Unit 3 - Feelings

Pedestrians must be alert at all times. Fear, anger, impatience, love, aggression, and stress are emotional conditions that may lead to accidents.

The Goals

STUDENTS SHOULD LEARN THAT OUR EMOTIONS CAN MODIFY OUR COMMON SENSE.

Key Thought

Emotional stress can cause unsafe actions.

Problem

Do pedestrians understand that emotional stress can cause accidents?

Possible Solutions

- Persons suffering from emotional stress should avoid conflict situations.
- Persons who understand that stress is caused by fear, anxiety, anger, or impatience may be able to control their actions even though they may not be able to control their emotions.
- Pedestrians should always be alert to danger.

LEARNING ALTERNATIVES

- class discussion of emotional behavior
- dramatic participation in plays or skits which deal with problems caused by emotional stress
- a student slogan contest
- a student poster contest
- a wall display of safety slogans
- concepts for development and enhancement

Behavior
Conflict
Individualism
Motivation

Participation
Responsibility
Self-Sufficiency
Values

LESSON PLAN PLANNING GUIDE

Concepts for Appropriate Development

Behavior	Participation
Change	Responsibility
Conflict	Rights
Environment	Self-sufficiency
Interdependence	Stability
Law	Transportation
Maintenance	Visibility
Mobility	

Goals and Objectives

- 1.
- 2.
- 3.

Time Frame

This unit will require _____ minutes for _____ days.

Target Date ____/____/____

Integrated Learnings

This unit will be integrated with learnings in -

- _____ social studies
- _____ reading
- _____ language arts
- _____ arithmetic/math
- _____ arts/crafts
- _____ playground/recreation/recess
- _____ music/dance
- _____ other

Preliminary work

Teacher will...

Teacher will...

obtain:

pictures for discussion from library file _____
personal file _____
multimedia materials...slides _____ films _____
tapes _____ records _____
models of cars, trucks, pedestrians...
maps of the school district

prepare:

handout sheets for pretest and posttest
dittos or repros of pictures for pupils to color

dittos or repros of traffic intersections to
stimulate thinking
a list of suggestions for pupil created posters
an attitude survey
a "safe pedestrian practices" list
a collection of books and stories which deal with
pedestrian safety
a plan for pupil development of a bulletin board
or safety corner display

develop:

a file folder of newspaper or magazine pictures and
articles for bulletin board display. The front
of the file folder can be used for preliminary
layout suggestions
ideas for artwork projects such as pictures, mobiles,
paper sculptures, charts, free expression sketches
of cars, trucks, vans, buses, and pedestrians.

Alternative teaching modalities

Discussion

total class
small groups

Pretest

Discussion of safety concepts

total class
small groups

Activity and project work on a small group or individual basis

Plays, skits, stories

Creative writing

essays
limericks
poems
jingles

Arts and crafts

Music and songs

Attitude discussion and evaluation

Posttest

Lesson evaluation

Attitude and knowledge evaluation

Summation and conclusions

Pup11 _____ Class _____ Teacher _____

Unit 3 - Posttest Score _____

If the statement below is true or correct place a check (✓) in front of the number. If the statement is false or untrue place an "X" in front of the number.

- _____ 1. Our perception of reality can be modified by anger, impatience, or fatigue.
- _____ 2. Emotional stress has no effect on our behavior.
- _____ 3. Drivers or pedestrians who are under the influence of drugs or alcohol may act in unpredictable ways.
- _____ 4. Pedestrians must be alert at all times.
- _____ 5. Pedestrians must be able to react intelligently to dangerous situations at all times.
- _____ 6. Being alert to danger can help to minimize accidents.
- _____ 7. Emotional feelings can cloud reality.
- _____ 8. Some drivers are incompetent.
- _____ 9. Human beings are extremely complex.
- _____ 10. Safety is everybody's business.

Unit 4 - Traffic Control

The Problem

Since it is physically impossible for two objects to occupy the same space at the same time, laws, rules, and regulations have evolved which attempt to minimize the conflicts of space attainment on roads, streets, and highways.

An object at rest will remain at rest unless acted upon by a force - thus an object at rest on a space has space priority. On this basis:

- A vehicle or pedestrian at rest should not be jammed, rammed, slammed, or whammed to provide a second vehicle or pedestrian with that same space.
- A pedestrian or vehicle at rest should not be mushed, crushed, slushed, or compacted to provide a pedestrian or vehicle with the space previously occupied by the pedestrian or vehicle.
- A pedestrian or vehicle moving at a constant speed and direction should not be interfered with by other moving things.
- Efficiency of motion is dependent upon an unobstructed and unencumbered path.

Collisions and confrontations should be avoided.

Rules and regulations have been established to maximize the safe and efficient flow of pedestrians and vehicles.

The Goals

PEDESTRIANS SHOULD:

- Have a basic understanding of their rights and responsibilities.
- Practice safe walking habits at all times.
- Learn that walking can be dangerous but that being alert to danger can help to minimize accidents.

PEDESTRIANS MUST:

- Be alert to danger at all times.
- Be able to walk along streets and highways safely.
- Be able to cross streets and highways safely.
- Learn that smooth and efficient traffic flow requires uniformity of rules, regulations, and behavior.

- Learn that traffic control devices are designed to minimize danger and maximize safety.
- Learn that their personal safety is dependent upon their own actions as well as the actions of others.
- Realize that vehicles are mechanical devices that are subject to mechanical failure and that drivers may not always be able to avoid collision.
- Be able to recognize and understand the meaning of the traffic control devices which are a part of our complex environment.
- Understand that traffic control devices are purchased and installed by communities to protect lives and property.



Unit 4 - Traffic Control

Motivators — Select those that are appropriate for your class and your teaching staff.

Bulletin Board Displays - Title "Traffic Control".

- Safety slogans
- Pictures of traffic control devices
- Pictures of roads and streets with appropriate traffic control devices
- Replicas of traffic control signs

Safety Corner Displays

- Model of an intersection with appropriate traffic control devices
- A sand table display of a model intersection complete with vehicles, traffic control devices, and models of pedestrians
- Display of Safety Slogans
- Display of Still Pictures

Games

- "Red Light"
- "Freeze"
- "My Mother Told Me..."

Simulations

Pupils may create an "intersection" in the classroom and demonstrate proper methods of traffic control and safe pedestrian practices

Stories

Methods/Materials

Discussion

- still pictures
- newspaper/magazine articles
- films or filmstrips
- class activities
- community projects
- field trips

Field experiences

- traffic surveys
- pedestrian surveys
- observation of safe pedestrian/traffic practices

Pupil _____ Class _____ Teacher _____

Unit 4 - Pretest Score _____

If the statement below is true or correct place a check (✓) in front of the number. If the statement is false or untrue place an "X" in front of the number.

- _____ 1. Pedestrians always have the "right-of-way" when they are in a crosswalk.
- _____ 2. A flashing red traffic light means that the light is not working properly.
- _____ 3. Pedestrians should look both ways before crossing a street or road.
- _____ 4. An amber traffic control sign means "caution - proceed with care."
- _____ 5. A flashing red traffic light means "Stop - Go when safe."
- _____ 6. A "Yield" sign means - "You have no right-of-way. Be prepared to stop."
- _____ 7. Being alert to danger can help pedestrians reduce the number of accidents that occur.
- _____ 8. Pedestrians can be certain that when the traffic light facing them is green that moving traffic in front of them will stop.
- _____ 9. Pedestrians should wait on the curb when the "DO NOT WALK" light is on.
- _____ 10. Crosswalks are considered to be an extension of the sidewalk.
- _____ 11. A pedestrian can never be certain that a vehicle is under control, or if it will stop when the pedestrian has the "right-of-way."
- _____ 12. Pedestrians should know the meanings of common traffic control signs and symbols.
- _____ 13. "Safety zones" or "Safety islands" are often found as part of a crosswalk at or near the center of extremely wide streets.
- _____ 14. Police officers on traffic duty may signal for the movement of vehicles and/or pedestrians, without regard for the presence of "Stop" signs or operating traffic signals.

- ____ 15. Crossing guards usually lack authority to stop traffic.
- ____ 16. Pedestrians can assume that traffic will always stop for a "Stop Sign."
- ____ 17. During slippery road conditions pedestrians should always preplan an "escape route."
- ____ 18. When school is in session the speed limit on streets adjacent to school buildings may have a speed posting lower than that for the general area.

Unit 4 - Traffic Control

Pedestrians who can learn to successfully predict traffic flow may be able to develop walking skills that contribute to their personal safety.

The Goals

STUDENTS SHOULD LEARN THAT TRAFFIC CONTROL DEVICES ARE EFFECTIVE ONLY WHEN THEY ARE OBEYED.

Key Thought

TRAFFIC CONTROL DEVICES ARE PURCHASED AND INSTALLED BY COMMUNITIES TO PROTECT LIVES AND PROPERTY.

Problem

** How do pedestrians learn the proper responses to traffic control devices?*

Possible Solutions

- Memorization of sign shapes, sign legends, and sign colors.
- The formation of safety habits that contribute to safe behavior.
- Understanding that signs and traffic control devices may not always be obeyed.

Key Thought

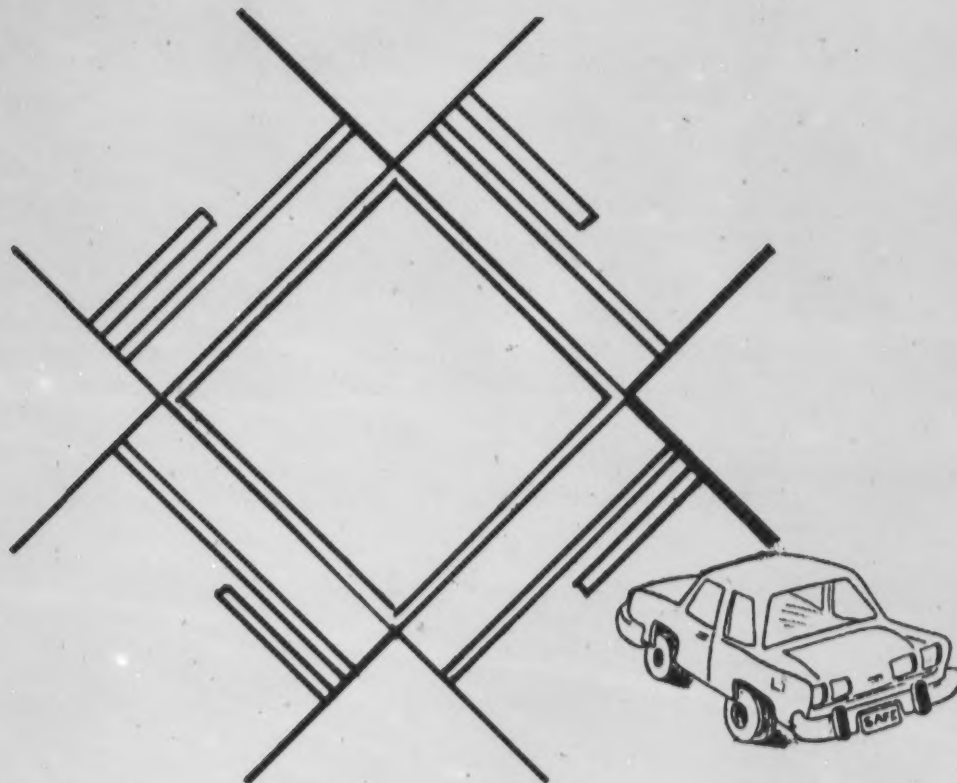
PEDESTRIANS MUST BE ABLE TO CROSS STREETS AND HIGHWAYS SAFELY.

Problem

** Which traffic control devices have a direct impact upon pedestrian safety?*

Possible Solutions

- A display of traffic control devices that have a direct effect upon pedestrian safety - traffic control lights, school bus flashing lights, stop signs, yield signs, railroad crossing signals.
- A discussion of what the different traffic control devices mean and what can happen when they are not obeyed.
- A sand table display of intersections, model vehicles, model pedestrians, and model control devices.
- A discussion or demonstration of how to properly use pedestrian activated traffic control lights.



Road Markings

Crosswalks are considered to be an extension of the sidewalk. Pedestrians walking in a crosswalk in response to a green light have the "right-of-way" but still must use common sense and be certain that turning cars honor their right.

K-9

Crosswalks are usually marked with a white painted outline. The "traffic-stop-line" is also painted white but it is wider and extends from the curb to the street center line.

K-9

Vehicle drivers should stop at or before the "traffic-stop-line" but when traffic is heavy and movement through traffic controlled corners is heavy a pedestrian cannot be certain when, or if, a vehicle will stop. Caution is essential.

K-9



Unit 4 - Traffic Control

Traffic flow may be controlled in different ways at different times under differing conditions.

Speed Limits

- The speed limit on streets adjacent to school buildings may have a speed posting lower than that for the general area when school is in session. This posted speed limit may be brought to motorists' attention by signs which indicate the hours when the slower speed limit is effective, by illuminated signs, or by flashing lights. The special speed limit may be set at 15, 20, or 25 miles/hour.
- Village and city speed limits are usually posted on main roads which enter or traverse the city or village.

Controlled Intersections

- Intersections may be controlled by a police officer, by a traffic signal, or by "Stop" or "Yield" signs.

Pedestrians must use common sense at all times and should look both ways before attempting to cross a street even when traffic control is present.

A pedestrian must never assume that traffic will stop for a traffic light, a sign, or a traffic officer.

- Crossing guards may be present at an intersection to help pedestrians cross the road safely. Crossing guards usually lack authority to stop traffic.

Pedestrians should cross a traffic-light-controlled intersection only when the light is green. They should wait on the curb for the light to change to green. "Walk" lights, if present, are synchronized with the traffic control signal. Pedestrians should wait on the curb when the "Do Not Walk" light is on. They should wait for traffic to stop before crossing a light controlled intersection.

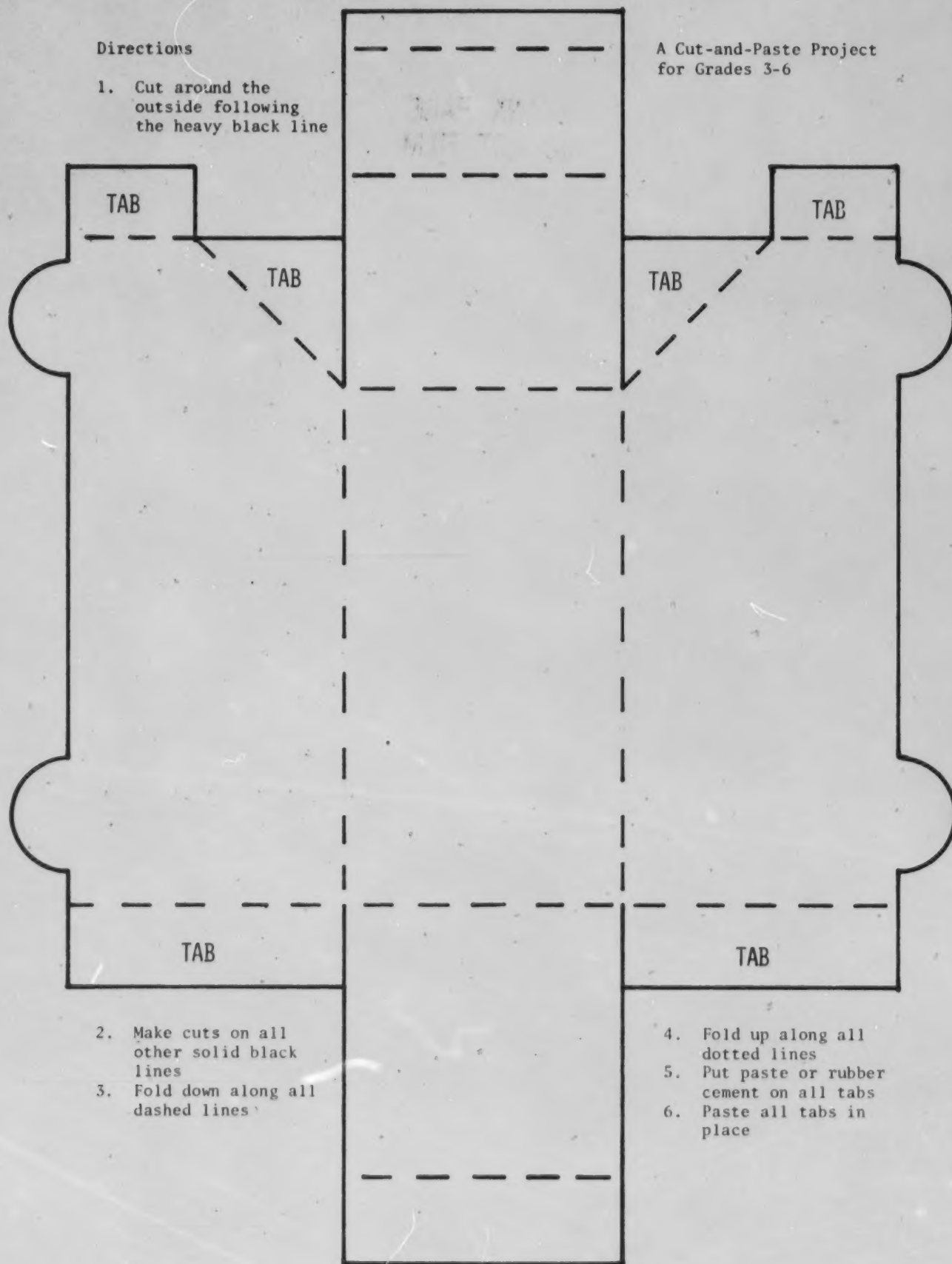
Signs and Signals

Pedestrians should be aware of traffic control signs and symbols. They should be able to recognize them by shape and color as well or by their printed warning.

Directions

1. Cut around the outside following the heavy black line

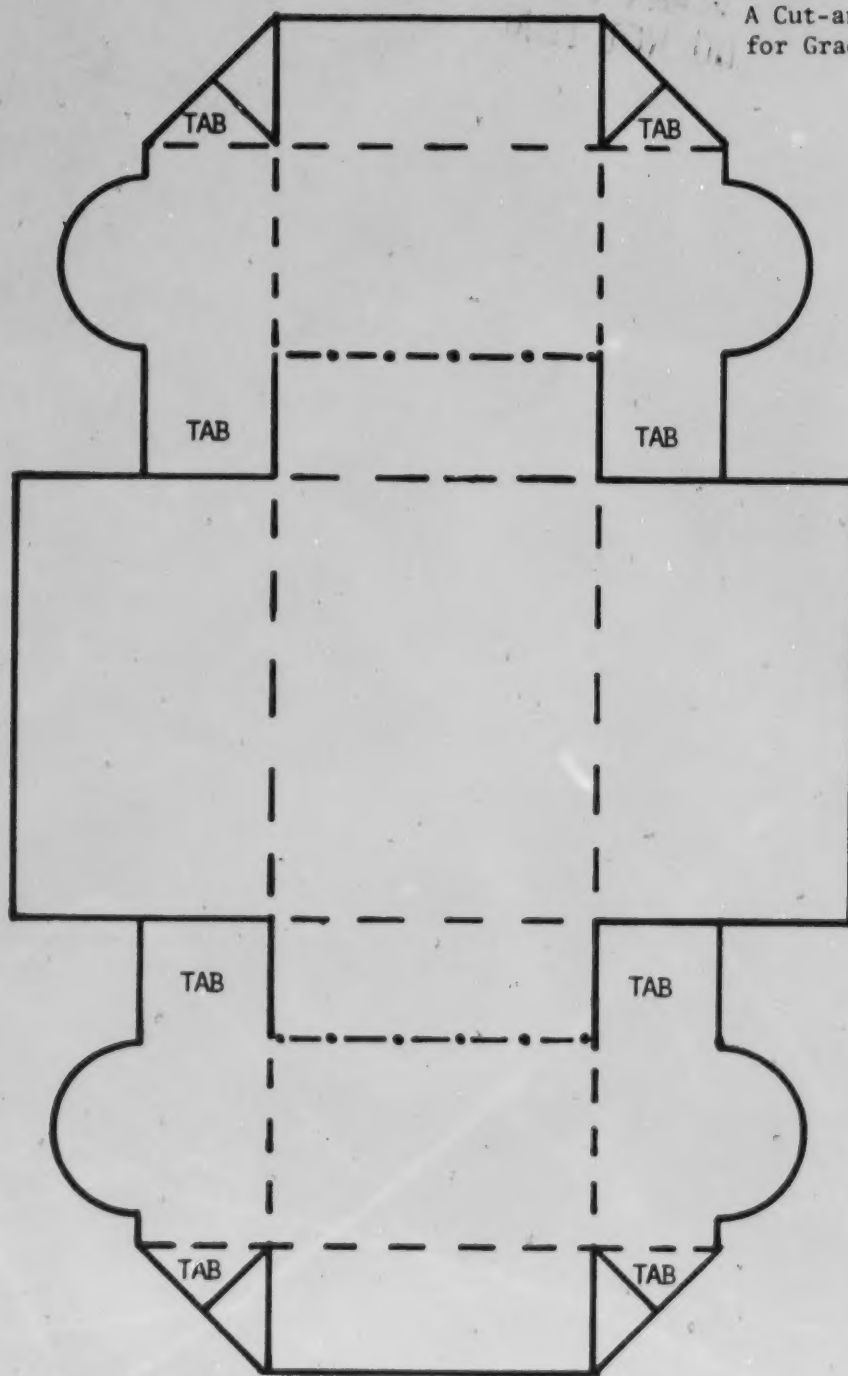
A Cut-and-Paste Project
for Grades 3-6



2. Make cuts on all other solid black lines
3. Fold down along all dashed lines

4. Fold up along all dotted lines
5. Put paste or rubber cement on all tabs
6. Paste all tabs in place

A Cut-and-Paste Project
for Grades 3-6



Directions

1. Cut around the outside following the heavy black line
2. Make cuts on all other solid black lines
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LESSON PLAN PLANNING GUIDE

Concepts for Appropriate Development

Behavior	Participation
Change	Responsibility
Conflict	Rights
Environment	Self-sufficiency
Interdependence	Stability
Law	Transportation
Maintenance	Visibility
Mobility	

Goals and Objectives

1.

2.

3.

Time Frame

This unit will require _____ minutes for _____ days.

Target date ____/____/____

Integrated Learnings

This unit will be integrated with learnings in -

- _____ social studies
- _____ reading
- _____ language arts
- _____ arithmetic/math.
- _____ arts/crafts
- _____ playground/recreation/recess
- _____ music/dance
- _____ other

Preliminary work

Teachers will...

obtain:

pictures for discussion from library file _____
personal file _____
multimedia materials...slides _____ films _____ tapes _____
records _____
models of cars, trucks, pedestrians,...
maps of the school district

prepare:

handout sheets for pretest and posttest
dittos or repros of pictures for pupils to color

- dittos or repros of traffic intersections to stimulate thinking
- a list of suggestions for pupils to color
- an attitude survey
- a "safe pedestrian practices" list
- a collection of books and stories which deal with pedestrian safety
- a plan for pupil development of a bulletin board or safety corner display

develop:

- a file folder of newspaper or magazine pictures and articles for bulletin board display. The front of the file folder can be used for preliminary layout suggestions
- ideas for artword projects such as pictures, mobiles, paper sculptures, charts, free expression sketches of cars, trucks, vans, buses, and pedestrians

Alternative teaching modalities

Discussion

- total class
- small groups

Pretest

Discussion of safety concepts

- total class
- small groups

Activity and project work on a small group or individual basis

Plays, skits, stories

Creative writing

- essays
- limericks
- poems
- jingles

Arts and crafts

Music and songs

Attitude discussion and evaluation

Posttest

Lesson evaluation

Attitude and knowledge evaluation

Summation and conclusions

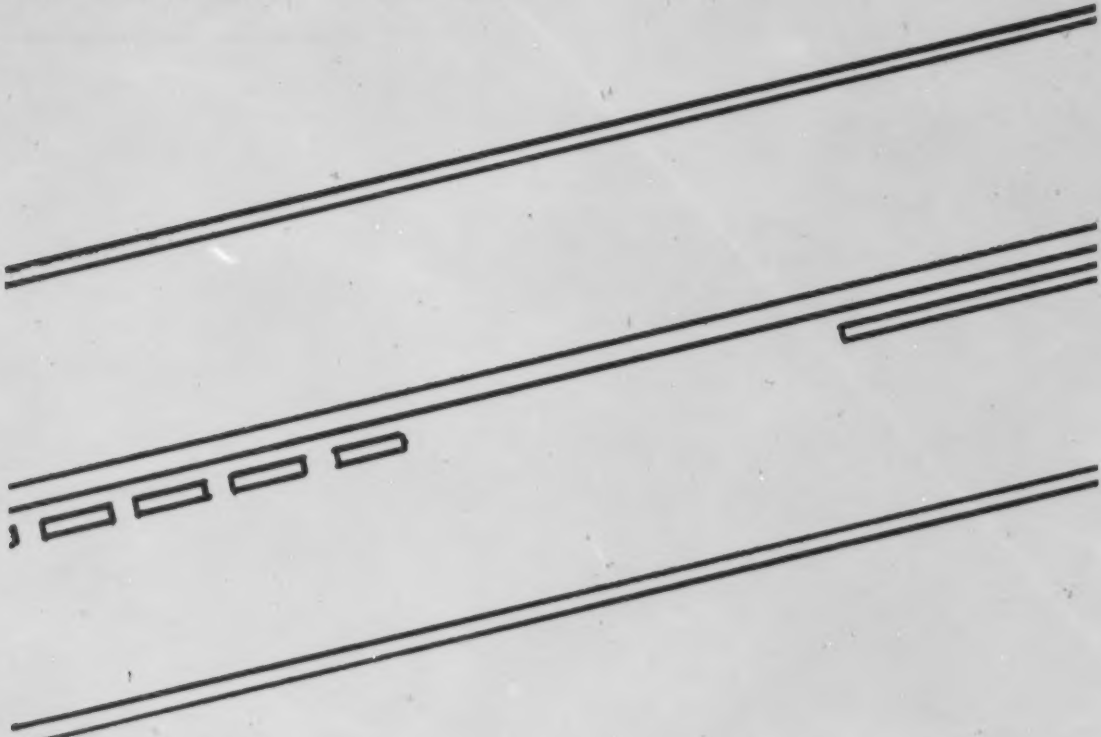


Safety Zones or Islands

Extremely wide streets may have a safety zone or safety island at or near the center. These areas are usually surrounded by a double white line and the safety area may be painted with diagonal stripes. Caution is essential.

Lane Markers

Traffic lanes are marked with painted lines which run with the road. A dashed line permits passing, a solid line marks the lane and a double solid line prohibits lane changing.



Summary for Reinforcement

Traffic control devices are provided as a method of minimizing traffic hazards and increasing road safety.

Traffic control devices include signs, highway and street markings, automatic and timed light signals, and railway crossing warning lights and gates.

Pedestrians should always walk with care and must be alert to danger at all times.

Pedestrians must realize that proper safety habits can prevent or minimize accidents and injuries.

Posttest

Use the Pretest on page 45. Compare pretest and posttest scores.
Do your pupils understand:

1. the purpose of traffic control devices?
2. that motorists and pedestrians should always obey traffic control devices in order to develop and maintain proper safety habits?
3. that vehicles (and pedestrians) sometimes do not heed signs and signals?
4. that "No Trespassing" signs along railway rights-of-way are really warnings of danger?
5. that in bad weather conditions vehicle operators may not be able to see - or may not be able to stop?

Evaluation

I would add or delete the following -

I would teach this unit by itself next time -

I would combine this unit with _____ next time -

Unit 5 - How Did You Get Here?

The Problem

In many school districts pupils must walk from their homes to their school. When school bus transportation is provided they often must walk to the school bus stop where they wait for the bus to arrive. During these walks pupil pedestrians often must cross intersections, walk along roadways, or gather in groups near the side of the road. It is essential that these pupils become aware of the dangers that exist as they traverse the roads on their way to school.

City pupils may have to use public transportation in order to reach their school. The buses, subways, and elevated trains provide efficient transportation but also provide special needs for caution and responsible behavior.

Pupils must realize that walking in traffic areas can be potentially dangerous. Danger areas include roadways, intersections, and parking lots.

Walking into a roadway from between parked cars can be especially dangerous.

The Goals

PEDESTRIANS SHOULD:

- learn that some intersections are safer than others.
- realize that some walking routes are safer than others.
- understand that safety depends upon awareness, caution, and sensible behavior.
- become aware that moving vehicles may not always be able to avoid collision with pedestrians.

PEDESTRIANS MUST:

- be alert to danger at all times.
- be prepared to move to safety when danger threatens.
- know the location of danger spots.
- know the times of day which have special hazards.



Motivators

Bulletin Board Displays

- Large scale map of the school area
 - Main roads may be colored red to suggest possible danger.
 - Pupil residences may be circled or starred.
 - Pupil walking routes to school may be shown in a contrasting color.
- Newspaper pictures and articles that suggest safe practices
- Snapshots taken by pupils of dangerous intersections and/or safe routes to school

Safety Corner Displays

- Models or diagrams of typical intersections that pupils may encounter on the way to school.

Games and Simulations

Discussion, dramatizations, use of model intersections, still pictures, or sand table displays.

Pupil pedestrian route selection must take into account vehicle traffic, personal security, and directness of route. In some districts, crossing aides have been provided to assist pedestrians crossing at these locations. Routes should be selected to avoid high conflict potential, or by the establishment of crossing aides and traffic control devices.

Stories

Methods/Materials

Discussion

still pictures
newspaper/magazine articles
films or filmstrips
class activities
community projects
field trips

Field experiences

traffic surveys
pedestrian surveys
observation of safe pedestrian/traffic practices

Pupil _____ Class _____ Teacher _____

Unit 5 - Pretest Score _____

If the statement below is true or correct place a check (✓) in front of the number. If the statement is false or untrue place an "X" in front of the number.

- _____ 1. When walking along the shoulder of a road, pedestrians should always walk facing oncoming traffic.
- _____ 2. When crossing an intersection it is a good habit to look in all directions before stepping from the curb.
- _____ 3. Before crossing a railroad right-of-way pedestrians should look up and down the tracks for oncoming trains.
- _____ 4. Upon leaving a school bus, pupils should wait for the driver to signal that they can cross safely before they attempt to cross the road.
- _____ 5. All intersections can be dangerous but some are safer than others.
- _____ 6. Cars preparing to turn right on red at an intersection must come to a complete stop before proceeding into the intersection.
- _____ 7. Crossing a street in the middle of the block is called "jay-walking."
- _____ 8. School crossing aides help to prevent accidents by encouraging safe habits.
- _____ 9. Safety depends upon awareness, caution, and sensible behavior.
- _____ 10. The most direct route is often the most safe.
- _____ 11. Pupils should stand well back from the road while they are waiting for the school bus.
- _____ 12. Pedestrians walking through parking lots must use extreme care because cars may be moving in cross-lane directions.
- _____ 13. Vehicles may not always be able to avoid collision with pedestrians.
- _____ 14. Pedestrians must be especially alert when they travel by bus, subway, or elevated train.

Unit 5 - How Did You Get Here?

Pupils must realize that walking to school or to the bus stop can be a dangerous excursion. High danger areas include roadways, intersections, railroad rights-of-way, and parking lots.

The Goals

STUDENTS SHOULD LEARN THAT THEIR DAILY TRIPS TO SCHOOL CAN BE DANGEROUS.

Key Thought

PEDESTRIANS MUST BE ABLE TO ANTICIPATE DANGER.

Problem

** How do pedestrians learn to anticipate danger?*

Possible Solutions

- Many dangerous situations can be predicted -

- Snowy, wet, or icy roads may minimize tire traction which may cause skids and unpredictable movement.

! KEEP WELL BACK FROM VEHICLES THAT ARE ATTEMPTING TRAVEL ON SNOWY, WET, OR ICY ROADS.

- Early morning darkness may prevent vehicle drivers from seeing pedestrians that are wearing neutral color clothing.

! WEAR CLOTHES THAT CONTRAST WITH THE BACKGROUND -

- BRIGHT OR REFLECTIVE COLORS WHEN WALKING IN THE DARK
- CONTRASTING STRIPES OR BRIGHT COLORS WHEN WALKING IN BRIGHT SUNSHINE.

! ALWAYS WALK FACING ONCOMING TRAFFIC - if the driver cannot see you - or if he cannot steer to avoid you - you have a chance to leap for safety!

- Unscheduled trains are always a possibility -

- Do not trespass on railroad property.
- Do not walk or run along railroad tracks or ties.
- Always stop, look, and listen before crossing railroad tracks.

Suggestions for Implementation

Unit 5 - "How Did You Get Here?" deals with how pupils get from their homes to the school. Some of the pupils walk along highways all or most of the way, some walk to a school bus stop and ride to school, some are picked up in front of their homes and never have to cross a road or highway, some pupils walk "cross lots" and may have to cross busy roads or highways or cross railroad tracks which may have unscheduled trains which travel them at unpredictable times.

Danger spots include

- busy intersections
- highways with vehicles moving at express speeds
- roadways which do not have wide shoulders or parallel sidewalks
- unlaned parking lots
- heavy traffic congestion

Danger times include:

- inclement weather conditions
- short periods of daylight during the winter
- intervals when traffic control lights change from red to green
- periods of traffic congestion or fast traffic flow

Teachers may wish to include some aspects of pedestrian safety with vehicle safety and the movement of traffic.

Learning Alternatives

This unit might be combined with other curriculum areas from social studies, language arts, or safety.

See Motivators and/or Methods/Materials above.

Discussion of pedestrian safety or school bus passenger safety.

Contrast the most direct routes with the safest routes.

- List traffic and pedestrian conditions (sidewalks, traffic control devices, traffic volume).
- Discuss alternate routes for differing conditions.

Discuss the establishment of the school district's safety patrol with regard to the need, purpose, and function of protecting pupils.

Discuss pedestrian responsibilities as they relate to school crossing aides.

LESSON PLAN PLANNING GUIDE

Concepts for Appropriate Development

Behavior	Participation
Change	Responsibility
Conflict	Rights
Environment	Self-sufficiency
Interdependence	Stability
Law	Transportation
Maintenance	Visibility
Mobility	

Goals and Objectives

- 1.
- 2.
- 3.

Time Frame

This unit will require _____ minutes for _____ days.

Target date ____/____/____

Integrated Learnings

This unit will be integrated with learnings in -

- _____ social studies
- _____ reading
- _____ language arts
- _____ arithmetic/math
- _____ arts/crafts
- _____ playground/recreation/recess
- _____ music/dance
- _____ other

Preliminary work

Teachers will...
obtain:

pictures for discussion from library file _____
personal file _____ multimedia materials...slides _____
films _____ tapes _____ records _____ models of _____
cars, trucks, pedestrians... maps of the school
district

prepare:

handout sheets for pretest and posttest
dittos or repros of pictures for pupils to color
dittos or repros of traffic intersections to
stimulate thinking

- a list of suggestions for pupil created posters
- an attitude survey
- a "safe pedestrian practices" list
- a collection of books and stories which deal with pedestrian safety
- a plan for pupil development of a bulletin board or safety corner display

develop:

- a file folder of newspaper or magazine pictures and articles for bulletin board display. The front of the file folder can be used for preliminary layout suggestions
- ideas for artwork projects such as pictures, mobiles, paper sculptures, charts, free expression sketches of cars, trucks, vans, buses, and pedestrians.

Alternative teaching modalities

Discussion

- total class
- small groups

Pretest

Discussion of safety concepts

- total class
- small groups

Activity and project work on a small group or individual basis

Plays, skits, stories

Creative writing

- essays
- limericks
- poems
- jingles

Arts and crafts

Music and songs

Attitude discussion and evaluation

Posttest

Lesson evaluation

Attitude and knowledge evaluation

Summation and conclusions



Posttest

Do children know how to cross streets properly? Do they know the purpose of automatic traffic control lights? Do they know the safest way to get off or on a school bus? Do they know how to walk along a highway? Do they know how to increase their visibility at night..or on dull or rainy, or sleety, or snowy days???

Evaluation

Changes that I recommend.



Unit 6 - Sidewalks and Bicycles and Walking Dogs

The Problem

Most pedestrians feel that sidewalks and walkways should be used only by pedestrians. This is not always the case, however, since some local ordinances permit or encourage pedal-driven bicycles to be driven on sidewalks. A mix of pedestrians and bicycles moving in diverse directions in a restricted area can cause accidents.

- Pedestrians should be able to use sidewalks safely, efficiently, and with a minimum of confusion.
- Pedestrians should understand the rights and responsibilities that they have when they use a sidewalk or walkway.

The Goals

PEDESTRIANS SHOULD:

- understand their rights and responsibilities.
- practice safe walking habits at all times.
- learn that the custom of keeping to the right minimizes potential conflict.
- learn that their courtesy and good manners help all people use the sidewalks with smoothness and efficiency.

PEDESTRIANS MUST:

- be alert to danger at all times.
- be able to walk along sidewalks and cross walkways safely.
- realize that the irresponsible use of wagons, sleds, bicycles, and carts are a threat to the safety and peace of mind of others who are using the sidewalk or walkway.



Motivators

Bulletin Board Displays

Still picture displays of safe practices

Cut out displays of bicyclists and pedestrians using sidewalks and roadways

Safety Corner Displays

A sand table display of an intersection with models of pedestrians, vehicles, and traffic control devices

Games and Simulations

Skill test for bicyclists maneuverability -

Demonstration of proper bicycle use

Methods/Materials

Discussion of

- still pictures
- safety corner models
- newspaper/magazine articles
- films or filmstrips
- class activities
- community projects

Discussion of good manners, sharing, and consideration for the rights of others. Review the material on safe walking practices. Discuss still pictures of bicycles using sidewalks and walkways in safe and in unsafe ways.

Discuss ways of improving sidewalk safety. What problems are presented by dogs, pushcarts, newspaper stands, open gratings, sidewalk elevators, or broken concrete? Is friendly cooperation better than hostility or aggression?

Learning Alternatives

Students might wish to debate the rights and responsibilities of pedestrians in contrast to the rights and privileges of bicyclists.

Discuss the moral and legal responsibilities of a bicyclist who strikes or knocks down a pedestrian with his vehicle.

Discuss ways of minimizing accidents when bicycles and pedestrians use the same walkways and sidewalks.

Pupil _____ Class _____ Teacher _____

Unit 6 - Pretest Score _____

If the statement below is true or correct place a check (✓) in front of the number. If the statement is false or untrue place an "X" in front of the number.

- _____ 1. Cross streets and highways at corners.
- _____ 2. Being alert to possible danger can help pedestrians reduce the number of accidents that occur.
- _____ 3. Pedestrians should move out of the way of oncoming bicyclists.
- _____ 4. Bicyclists should keep their vehicles under control at all times.
- _____ 5. Bicyclists should sound a warning when they approach walking pedestrians.
- _____ 6. Pedestrians should never dart into the street suddenly.
- _____ 7. Pedestrians should not walk on roadways when sidewalks parallel the roadway.
- _____ 8. When a large group crosses an intersection it is safest to walk in single file.
- _____ 9. A crosswalk is considered to be an extension of the sidewalk or walkway.
- _____ 10. A convenient way to minimize pedestrian conflict is to keep to the right when walking on a sidewalk or in a crosswalk.
- _____ 11. When meeting oncoming pedestrians head on, a pedestrian should move slightly to the right.
- _____ 12. When passing slower walkers move slightly to the right.
- _____ 13. Pedestrians and bicyclists are expected to obey traffic signals.
- _____ 14. If a bicyclist strikes a pedestrian with his vehicle he should stop and render assistance.
- _____ 15. Pedestrians should walk facing oncoming traffic but bicyclists should move with traffic.

Unit 6 - Sidewalks and Bicycles and Walking Dogs

Pedestrians have special rights and privileges but they also have responsibilities. Most pedestrians feel that sidewalks and walkways should be used only by pedestrians, yet local ordinances may permit or encourage a mix of pushcarts, wagons, bicycles, and dogs, as well as pedestrians walking in diverse directions.

The Goals

STUDENTS SHOULD LEARN THAT BEING ALERT TO DANGERS CAN HELP TO MINIMIZE ACCIDENTS.

Key Thought

PEDESTRIANS MUST BE ABLE TO WALK ALONG SIDEWALKS WITH A MINIMUM OF CONFUSION AND DANGER.

Problem

** How do pedestrians help to minimize confusion and danger?*

Possible Solutions

- Pedestrians should keep to the right when walking on a sidewalk or in a crosswalk.
- Slow-moving pedestrians should keep to the extreme right.
- Wheeled vehicles should be moved in a constant direction at a fairly constant speed.
- Dogs should be on a leash and trained to walk at heel.
- When pedestrians meet other pedestrians head on, each should move slightly toward the right to provide room for safe passage.

Key Thought

PEDESTRIANS SHOULD ALWAYS KEEP TO THE RIGHT SIDE OF A SIDEWALK.

Problem

** How do pedestrians move around slow-moving pedestrians or slow-moving or parked wheeled vehicles?*

Possible Solutions

- Pedestrians should be alert to traffic patterns ahead of them
- Pedestrians may be able to predict possible areas of congestion and change their speed or direction in order to minimize conflict.

Pupils might be encouraged to learn new vocabulary words included in this unit in order to write an effective slogan or essay dealing with pedestrian safety.

Summary

Pedestrians should be able to use sidewalks safely, efficiently, and with a minimum of confusion. It is important that pupils have an understanding of their rights and their responsibilities when they use a sidewalk or walkway.

Posttest

Do children understand the rights and responsibilities that they have when they use a sidewalk or walkway?

What special consideration should bicyclists grant to walking pedestrians?

Can bicyclists and pedestrians share walkways and sidewalks safely?

Should dogs on a leash be encouraged to mark their territorial boundaries on street trees, fire hydrants, and parked bicycles?

Why should a leashed dog be taught to heel?

Posttest Project

Have pupils set up a model display of bicycles and pedestrians safely sharing a sidewalk.

Evaluation

I was able to successfully change pupil attitudes and behavior by -

I would not use -

I was happy with -



LESSON PLAN PLANNING GUIDE

Concepts for Appropriate Development

Behavior	Participation
Change	Responsibility
Conflict	Rights
Environment	Self-sufficiency
Interdependence	Stability
Law	Transportation
Maintenance	Visibility
Mobility	

Goals and Objectives

- 1.
- 2.
- 3.

Time Frame

This unit will require _____ minutes for _____ days.

Target date ____/____/____

Integrated Learnings

This unit will be integrated with learnings in -

- _____ social studies
- _____ reading
- _____ language arts
- _____ arithmetic/math.
- _____ arts/crafts
- _____ playground/recreation/recess
- _____ music/dance
- _____ other

Preliminary work

Teachers will...

obtain:

pictures for discussion from library file ____
personal file ____
multimedia materials...slides ____ films ____ tapes ____
records ____
models of cars, trucks, pedestrians,...
maps of the school district

prepare:

handout sheets for pretest and posttest
dittos or repros of pictures for pupils to color

dittos or repros of traffic intersections to stimulate thinking
a list of suggestions for pupil created posters
an attitude survey
a "safe pedestrian practices" list
a collection of books and stories which deal with pedestrian safety
a plan for pupil development of a bulletin board or safety corner display

develop:

a file folder of newspaper or magazine pictures and articles for bulletin board display. The front of the file folder can be used for preliminary layout suggestions
ideas for artwork projects such as pictures, mobiles, paper sculptures, charts, free expression sketches of cars, trucks, vans, buses, and pedestrians.

Alternative teaching modalities

Discussion

total class
small group

Pretest

Discussion of safety concepts
total class
small group

Activity and project work on a small group or individual basis

Plays, skits, stories

Creative writing

essays
limericks
poems
jingles

Arts and crafts

Music and songs

Attitude discussion and evaluation

Posttest

Lesson evaluation

Attitude and knowledge evaluation

Summation and conclusions

Unit 7 - Walking and Busing

The Problem

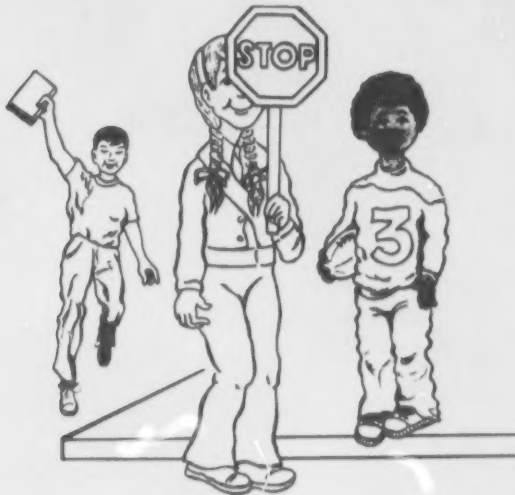
We usually associate pupil pedestrian safety and pedestrian accidents with the walk to and from school. Pedestrian accidents also occur to students walking to or from their bus and may also occur on school property. Many pedestrian accidents occur because of running, abrupt changes in direction, failure to keep to the right, or failure to be seen.

Accidents involving school buses and pedestrians also may occur when bus drivers and pedestrians fail to observe safe practices.

The Goals

PEDESTRIANS SHOULD:

- understand that safety depends upon awareness, caution, and sensible behavior.
- realize that vehicles may not always be able to avoid collision with pedestrians.



PEDESTRIANS MUST:

- learn that pedestrian safety is dependent upon personal actions as well as the actions of others.
- be alert to the facts that vehicles are mechanical devices that are subject to failure and that drivers may not always be able to control their vehicles.
- be aware that school bus safety depends upon bus driver awareness and passenger cooperation.

Pupil _____ Class _____ Teacher _____

Unit 7 - Pretest Score _____

If the statement below is true or correct place a check (✓) in front of the number. If the statement is false or untrue place an "X" in front of the number.

- _____ 1. Pedestrians should stop, look carefully for moving traffic, and listen for oncoming vehicles before they cross a street or roadway.
- _____ 2. Pedestrians should only cross a road or highway when their path is free of moving vehicles.
- _____ 3. Pedestrians waiting for a school bus should stay well back from the road.
- _____ 4. Pedestrians boarding or leaving a school bus should wait for the bus to come to a complete stop before they get on or off.
- _____ 5. Pedestrians who must cross the road after leaving the bus should do so immediately - all traffic, coming from either direction, must stop.
- _____ 6. If a school bus breaks down or becomes mired in snow or mud passengers should follow the directions given to them by the bus driver.
- _____ 7. The flashing amber signal lights on a school bus warn oncoming drivers that the bus is about to stop.
- _____ 8. A pedestrian can never be certain that a vehicle is under control, or that it will stop for a pedestrian who has the "right-of way."
- _____ 9. Pupils are expected to sit in an available seat when a school bus is in motion.
- _____ 10. Safety is everyone's business.



Unit 7 - Walking and Busing

Pedestrian accidents may occur during a pupil's walk to a school bus stop, while boarding the bus, while leaving the bus, or while walking toward home.

The Goals

PEDESTRIANS MUST BE ABLE TO WALK TO AND FROM THEIR SCHOOL BUS WITH A MINIMAL EXPOSURE TO DANGER.

PUPILS MUST BE ABLE TO WAIT FOR THEIR BUS AND BOARD THEIR BUS WITH A MINIMUM OF CONFUSION AND DANGER.

BUS DRIVERS AND PUPILS MUST REALIZE THAT PUPILS CROSSING THE ROAD IN THE PRESENCE OF THE FLASHING RED LIGHTS OF A SCHOOL BUS MAY BE IN DANGER OF POSSIBLE ACCIDENT WHEN THE STOPPED BUS IS NOT VISIBLE TO ONCOMING DRIVERS OR WHEN DRIVERS ATTEMPTING TO STOP MAY NOT BE ABLE TO DO SO BECAUSE OF WET, ICY, AND SLIPPERY ROADS.

PUPILS SHOULD MAKE CERTAIN THAT ALL TRAFFIC HAS STOPPED BEFORE CROSSING THE STREET.

Key Thought

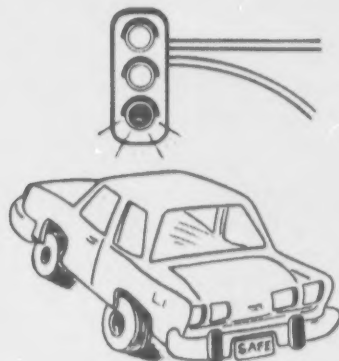
PEDESTRIANS MUST ASSUME RESPONSIBILITY FOR THEIR PERSONAL SAFETY.

Problem

** How do pedestrians help to insure their personal safety?*

Possible Solutions

- Pupils should stand well back from the road while they are waiting for their school bus.
- Pupils should never cross a road or highway unless all traffic has completely stopped.



Key Thought

SCHOOL BUS STOPPING POINTS SHOULD PROVIDE DRIVERS WITH ADEQUATE VISIBILITY IN ALL DIRECTIONS.

Problem

** How can safe stopping points be determined?*

Possible Solutions

- School buses should not stop near the crest of a hill.
- School buses should not stop at or near sharp curves in the road.
- School buses should discharge passengers on the same side of the road as the passengers' destination.

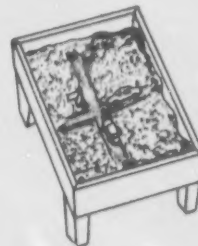
Motivators

Bulletin Board Displays

- Large scale map of the school area
 - Bus route may be drawn in with colored inks and solid, dashed, dotted, and/or dashed and dotted lines.
- Newspaper pictures and articles that suggest safe practices
- Snapshots taken by pupils of safe school bus practices

Safety Corner Displays

- Models or diagrams of typical intersections where pupils may board or leave a school bus



Games and Simulations

- Discussion, dramatizations, use of models, still pictures, or sand table displays

Methods/Materials

Discussion of pedestrian safety rules developed by members of the class. Demonstration of first aid measures by the school nurse or by a certificated first aid instructor. Use of a school bus as a classroom for teaching bus safety rules and reinforcement of the proper ways to cross the road or highway to board or leave a bus safely.

Have pupils role play a group waiting for the bus - how can safe practices be encouraged?

Have pupils watch for the flashing amber and flashing red signals - emphasize that pupils should never walk into the road until all traffic has stopped. Discuss the fact that during slippery, snowy, or rainy weather vehicles may not be able to stop or control their direction of travel. Students should never step into the road in front of any moving vehicle.

Media materials including films, filmstrips, slides, still pictures, and sketches. Newspaper accident reports, pupil traffic reports, class sponsored safety campaigns...pupil developed bus safety information sheets which may be sent to parents to inform them of proper safety practices.

Suggestions for Implementation

This unit should focus on school bus transportation safety. School buses safely transport hundreds of thousands of students to and from school each day. School buses may pick up students in front of their houses or at pickup points on main roads. Many students walk to the bus stop, congregate at the bus stop, wander into the road at the bus stop, or harass traffic at the bus stop. The content may be taught as school bus safety, general safety, or be integrated with other areas such as citizenship education or civic responsibility.

Learning Alternatives

Students might wish to discuss the characteristics that might be found in an "ideal" school bus driver. Does driver personality, temperament, physical size, sex, habits, visual acuity, coordination, common sense, play a role in school bus safety?

Students might also discuss ways that they can help to make the driver's job safer and more pleasant.

Discuss or role-play safe ways to cross streets and highways when preparing to board, or when leaving, a school bus.

This unit may be integrated with a bus safety drill conducted by the bus driver or transportation supervisor.

Pupils may enjoy a simulated bus trip which has been designed to illustrate proper ways to board or leave a school bus.

The teacher may prepare charts or information sheets of safety tips for pupils and parents.

Summary for Reinforcement

In order to get to school, many students spend some part of their journey walking to or walking from a school bus stop. Most often the safest part of the journey is while they are on the bus and the most dangerous time is when they enter or leave the bus. Pupils should be taught to be aware of danger at all times and to be helpful to the drivers to whom they entrust their lives and safety.

LESSON PLAN PLANNING GUIDE

Concepts for Appropriate Development

Behavior	Participation
Change	Responsibility
Conflict	Rights
Environment	Self-sufficiency
Interdependence	Stability
Law	Transportation
Maintenance	Visibility
Mobility	

Goals and Objectives

- 1.
- 2.
- 3.

Time Frame

This unit will require _____ minutes for _____ days.

Target date ____/____/____

Integrated Learnings

This unit will be integrated with learnings in -

- _____ social studies
- _____ reading
- _____ language arts
- _____ arithmetic/math.
- _____ arts/crafts
- _____ playground/recreation/recess
- _____ music/dance
- _____ other

Preliminary work

Teachers will...

obtain:

pictures for discussion from library file _____
personal file _____
multimedia materials...slides _____ films _____
tapes _____ records _____
models of cars, trucks, pedestrians,...
maps of the school district

prepare:

handout sheets for pretest and posttest
dittos or repros of pictures for pupils to color

dittos or repros of traffic intersections to
stimulate thinking
a list of suggestions for pupil created posters
an attitude survey
a "safe pedestrian practices" list
a collection of books and stories which deal with
pedestrian safety
a plan for pupil development of a bulletin board
or safety corner display

develop:

a file folder of newspaper or magazine pictures and
articles for bulletin board display. The front
of the file folder can be used for preliminary
layout suggestions.
ideas for artwork projects such as pictures,
mobiles, paper sculptures, charts, free expression
sketches of cars, trucks, vans, buses and
pedestrians

Alternative teaching modalities

Discussion

total class
small groups

Pretest

Discussion of safety concepts

total class
small groups

Activity and project work on a small group or individual basis

Plays, skits, stories

Creative writing

essays
limericks
poems
jingles

Arts and crafts

Music and songs

Attitude discussion and evaluation

Posttest

Lesson evaluation

Attitude and knowledge evaluation

Summation and conclusions

Posttest

Discuss the following statements -

1. All traffic, in both directions, will stop when the red flashing lights of a school bus are illuminated.
2. Pupils should never step into the road or highway when entering or leaving a school bus until all traffic, including the school bus, has stopped.
3. It is recommended that pupils waiting in groups for a school bus stand well back from the road or highway until the bus and other traffic has come to a complete stop.
4. Slippery roads may cause traffic to skid, slide, or move in an unpredictable manner.
5. Pupils walking to a school bus pick-up point should use extreme care when crossing roads or highways or when walking along the shoulder of a road.

Evaluation

Perhaps the most important way to evaluate this unit is to determine whether the behavior of your pupils has changed because of new learnings -

- Do your pupils seem more alert to danger?
- Are they more aware of safe pedestrian practices?
- Do they have a better understanding of their personal responsibility for their own safety?
- Has their behavior at school bus stops, or on the bus, changed?
In what ways?
- Has the safety record of your bus fleet changed since the study of bus safety has been taught?

The following points should be added -

The following points should be deleted -

This was a good/bad/indifferent unit because I...

Unit 8 - From the Driver's Seat

The Problem

Many pedestrians have the belief that vehicle operators have total control of their vehicles at all times. Pedestrians often believe that the driver:

- is always competent
- is always alert
- will always see them
- will always slow down, or stop,
or move out of their way
- will never under any circumstances hit or injure them

Accident statistics prove that these percepts are not valid.

Pedestrians are frequently hit and injured by drivers. Injuries to pedestrians have occurred at intersections, between intersections, along the shoulders of a road or highway, and on the sidewalk. The keys to personal safety are caution, alertness, and common sense.

Pedestrians must realize that some drivers are not alert, not cautious, not careful, not thinking, and extremely dangerous.

Pedestrians should have some knowledge of how vehicles operate and how drivers control their operation.



Unit 8 - From the Driver's Seat

Motivators

Bulletin Board Displays with pictures of trucks, cars, vans...newspaper articles dealing with traffic safety...

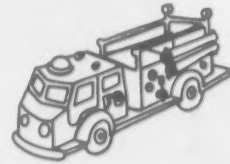
Safety Corner Displays

Posters, signs, slogans

Sand table displays of vehicle models and pedestrians moving safely along roads and properly crossing at intersections.

Games and Simulations

- * "Safety Patrol"
- * "Proper Responses to Signs and Signals"
- * "Skidding Cars"
- * "Foggy Daze"



Stories



Methods/Materials



Discussion of

Still pictures

- a youngster running into the street after a ball.
- a vehicle driver standing on the road looking at the smashed front end of his car.
- an accident involving a trailer truck and a passenger car.
- a young person in a traction device.

Newspaper/magazine articles

Films or filmstrips

Class activities

Community projects

Field trips



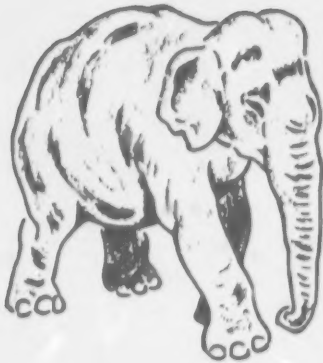
Pupil _____ Class _____ Teacher _____

Unit 8 - Pretest Score _____

If the statement below is true or correct place a check (✓) in front of the number. If the statement is false or untrue place an "X" in front of the number.

- _____ 1. Being alert to danger can help pedestrians reduce the number of accidents that occur.
- _____ 2. Pedestrians should never dart out into the street suddenly.
- _____ 3. A crosswalk is considered to be an extension of the sidewalk or walkway.
- _____ 4. Pedestrians should walk facing oncoming traffic but bicyclists should move with traffic.
- _____ 5. Pedestrians should stop, look carefully for moving traffic, and listen for oncoming vehicles before they cross a street or roadway.
- _____ 6. Pedestrians waiting for a school bus should stand well back from the road.
- _____ 7. A pedestrian can never be certain that a vehicle is under control, or that it will stop for a pedestrian who has the "right-of-way."
- _____ 8. Pedestrians should make every effort possible to be certain that vehicle drivers can see them.
- _____ 9. Pedestrians should be aware of clues that indicate that a vehicle is getting ready to move -
 - increased exhaust smoke
 - turning wheels
 - headlights or tail lights illuminated
 - driver movement
 - the sound of slammed vehicle door
 - engine noise
 - the sounding of vehicle's horn
- _____ 10. Vehicle drivers should use snow tires or tire chains on snowy or icy roads.
- _____ 11. Vehicle drivers may not be able to see pedestrians during fog, rain, or sleet.
- _____ 12. Pedestrians should be especially careful when the sun is low in the sky.

- ___ 13. Pedestrians should never assume that a moving vehicle will stop or turn in order to prevent a collision.
- ___ 14. Pedestrians should never run into the roadway in pursuit of a ball.
- ___ 15. School bus drivers have special responsibilities for their passengers.



Unit 8

Pedestrians must realize that some drivers are not alert, not cautious, not careful, not thinking, not responsible, and are extremely dangerous.

The Goals

STUDENTS SHOULD LEARN THAT ALL USERS OF THE ROAD HAVE RIGHTS AND RESPONSIBILITIES.

Key Thought

RESPONSIBLE BEHAVIOR MINIMIZES ACCIDENTS.

Problem

** What knowledge should pedestrians have of vehicle operation and driver control?*

Possible Solutions

- Pedestrians should know that drivers may not always have their vehicles under control.
- Pedestrians should know that the greater the speed of a vehicle, the greater the distance needed to stop it.
- Pedestrians should know that drivers may be temporarily blinded by the sun when it is low in the horizon.
- Pedestrians should know that the skid path of a vehicle is unpredictable.
- Pedestrians should know that vehicles with wet brakes may not be able to stop and that the driver may not be able to control its direction.
- Pedestrians should understand that their safety is primarily dependent upon their own actions.



Winding road. Sign will indicate a series of curves ahead.



Advance warning. Traffic controls ahead that may not yet be visible.



Slippery when wet. Reduce speed.

- A vehicle is a moving platform that rolls along on one, two, three, four, six, eight, ten, twelve, fourteen, sixteen, eighteen, twenty, or more wheels. The wheels are usually in contact with a road or highway and support the weight of the vehicle, the weight of the passengers, and the weight of the carried load or cargo.
- Vehicles can move in several ways - they can coast downhill in response to the force of gravity that pulls them toward the center of the earth, they can slide sideways in response to wind or other forces, and they can move in a direction that combines both the rolling and the sliding motions in a path that is not always predictable.
- The wheels of a vehicle that is moving in a straight line are usually rolling but sometimes they are skidding or sliding - the wheels of a vehicle that is turning are always skidding or sliding and are usually rolling as well. Pedestrians should realize that every vehicle making a turn is skidding or sliding and that a vehicle driver may not always know where the vehicle is going. Pedestrians should be especially alert when they are walking along a curve or crossing a road or highway at the bottom of a hill. Vehicles may not be under control at these places.
- A vehicle can be made to move by applying power to the wheels to force them to turn. The power may be applied by a tow rope, a chain, a lever, a pedal crank, or by an engine or a motor. Once the wheels begin to turn the vehicle will continue to move until something forces it to stop - it may stop because of friction with the road, or because it loses inertia when it strikes an object such as a tree, a post, a fence, or a group of pedestrians.

Vehicle operators have many tasks and many responsibilities. They must be able to:

- start and stop the engine
- apply and release the brakes
- connect the engine to the wheels
- steer and control movement
- maneuver through traffic
- obey traffic laws and regulations
- properly use the lights and horn
- signal their intentions to other drivers
- park the vehicle properly
- assume responsibility for the actions that they take



It is important that pedestrians and drivers understand the rights and responsibilities that they each have as users of the public roads and highways. Pedestrians and drivers are part of an action-reaction system. The movements of one can cause a reaction on the part of the other. A pedestrian darting into the road suddenly and unpredictably can force a driver to take an action that may not be safe - and which may cause collision.

The Goals

- It is important that pedestrians and drivers understand the rights and responsibilities that they each have as users of the public roads and highways.
- Pedestrians can:
 - cross the road at intersections
 - move across a road when the traffic control light facing them is green and after all oncoming traffic has stopped
 - walk on the shoulder of a road facing oncoming traffic
 - make certain that they are visible
 - avoid making sudden or unpredictable movements
- Vehicle drivers can:
 - use extreme caution in pedestrian areas
 - signal their intentions to all other users of the road
 - drive in a predictable manner
 - obey traffic control lights, and traffic control signs
 - be alert to pedestrian movement on or near the roadway
 - be aware of potential dangers due to inclement weather
 - be alert to clues that suggest pedestrian encroachment -
 - . A child running across the road is often followed by other children.
 - . A ball bouncing or rolling across the road is often followed by one or more children.
 - . A highly visible pedestrian walking along the road at night may be followed by one or more pedestrians who may not be readily visible.
 - use snow tires or tire chains on snowy or icy roads
 - turn on headlights during periods of daylight fog or haze



Pedestrians should learn that even when a vehicle is properly under control that accidents can happen and that pedestrians may be injured or killed if they are not alert to potential danger.

Learning Alternatives

- class discussion of vehicle related occupations:

taxi driver	bus driver
long hauler	police patrol
local trucker	armored car crew
mechanic	vehicle repair mechanics
safety engineer	body shop repairpersons
road construction	traffic officers
traffic control engineer	traffic lane marker painters
automobile designer	ambulance drivers
dairy products delivery	
firetruck drivers	
school bus drivers	

- class discussion of how motor vehicles work
- class or small group project
 - . a model construction of an intersection
 - . a mock-up of a truck cab with steering
 - . wheel, brake pedal, shift box, and horn
 - . bulletin board display of vehicles
- integration of this unit with a career education exploration
- dramatic participation - skits involving driver safety
- pupil prepared descriptions of the vehicle driver's tasks

Summary for Reinforcement

Do children know how vehicles are controlled by the driver? Do they know how vehicles are steered - and how they stop? Do they understand that vehicles may not be able to steer or stop on slippery roads? Do they know how to minimize accidents?

Posttest

An important way to evaluate this unit is to determine whether the pedestrian behavior of your pupils has changed because of new learnings.

This evaluation may be carried out by pupils who may initiate a safety survey of pedestrian/driver practices.

The class may also wish to prepare an appropriate True/False quiz as a class project.

LESSON PLAN PLANNING GUIDE

Concepts for Appropriate Development

Behavior	Participation
Change	Responsibility
Conflict	Rights
Environment	Self-sufficiency
Interdependence	Stability
Law	Transportation
Maintenance	Visibility
Mobility	

Goals and Objectives

- 1.
- 2.
- 3.

Time Frame

This unit will require _____ minutes for _____ days.

Target date ____/____/____

Integrated Learnings

This unit will be integrated with learnings in -

- _____ social studies
- _____ reading
- _____ language arts
- _____ arithmetic/math.
- _____ arts/crafts
- _____ playground/recreation/recess
- _____ music/dance
- _____ other

Preliminary work

Teachers will...
obtain:

pictures for discussion from library file ____
personal file ____
multimedia materials... slides ____ films ____ tapes ____
records ____
models of cars, trucks, pedestrians,...
maps of the school district

prepare:

handout sheets for pretest and posttest
dittos or repro: of pictures for pupils to color

dittos or repros of traffic intersections to
stimulate thinking
a list of suggestions for pupil created posters
an attitude survey
a "safe pedestrian practices" list
a collection of books and stories which deal with
pedestrian safety
a plan for pupil development of a bulletin board or
safety corner display

Alternative teaching modalities

Discussion

total class
small groups

Pretest

Discussion of safety concepts

total class
small groups

Activity and project work on a small group or individual basis.

Plays, skits, stories

Creative writing

essays
limericks
poems
jingles

Arts and crafts

Music and songs

Attitude discussion and evaluation

Posttest

Lesson evaluation

Attitude and knowledge evaluation

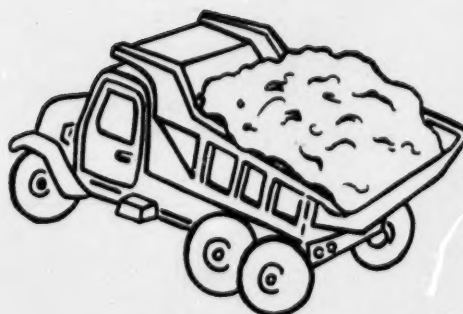
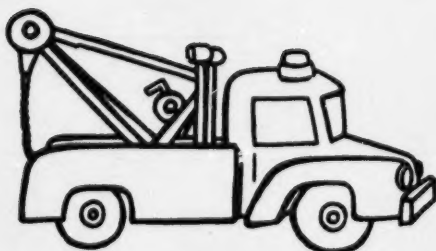
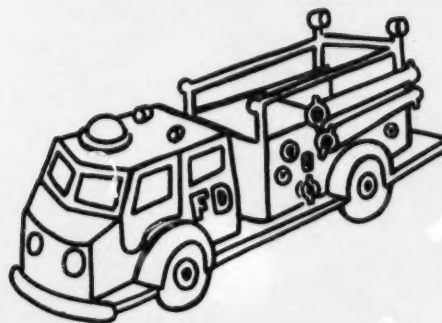
Summation and conclusions

Evaluation

The following points should be added -

The following points should be deleted -

This was a good/poor/indifferent unit because -



Unit 9 - The Mind Bogglers - Fantasy and Illusion

Many people do not agree on what "normal behavior" is, but each of us should realize that "normal behavior" can be modified by fatigue, irritability, tension, frustration, and anxiety.

Some drugs and medicines which help to alleviate the symptoms of hayfever, or allergies can have a serious effect upon our senses and our coordination. People who are taking medication which include sedatives or antihistamines should not drive or operate automobiles, trucks, construction equipment, or machinery.

Pedestrians should never take chances.

Pedestrians can not assume that the driver of a vehicle has the vehicle under control or that the driver may be able to control himself.

Mind boggling drugs can be extremely dangerous. The alcohol found in whiskeys, gin, vodka, tequila, rum and beer can act as a mental and physical depressant which affects judgment, balance, coordination, and the ability to properly respond to changes in our environment.

Mind bogglers are dangerous.

Pupils should have some realization that foods and drugs can have harmful effects on their behavior - accident statistics point up that alcohol inebriation is a cause of accidents - Vehicle operators who drive while intoxicated are a serious problem to everyone - Pedestrians who walk while intoxicated are also a problem.

The Goals

Pupils should learn that:

- Some foods and drugs are dangerous to their health and safety.
- Some foods and drugs can modify their sense of reality.
- Some foods and drugs can increase their likelihood of being in an accident.
- Mind boggling drugs should not be used by pedestrians or by drivers.



Motivators

Bulletin Board Displays

- Newspaper or magazine pictures showing people who are happy, sad, preoccupied, angry, under stress, fearful, aggressive, impatient

- Displays of drugs, foods, and beverages that modify behavior -

caffeine	chocolate
amphetamines	rhubarb
opiates	warm milk
hallucinogens	honey
monosodium glutamate	marijuana
alcohol	
barbiturates	

- Pictures of foods/beverages/drugs that might be classified as narcotics - depressants, stimulants, sleep inducers, laxatives, diuretics, etc.
- Newspaper or magazine articles that show the relationship between drug abuses and traffic accidents
- Pictures for discussion:
 - a youngster running along the side of a road
 - a youngster walking along a road during a thunderstorm with a bolt of lightning streaking toward a nearby tree
 - a youngster reading a book as he crosses a traffic light controlled intersection

newspaper/magazine articles
films or filmstrips
class activities
community projects
field trips

Dramatizations

- an angry youngster chasing a dog that has stolen his lunch
- children playing ball in the street
- a group of children getting off a school bus and crossing a 4-lane highway

Safety Corner Displays

- Charts/graphs/displays of narcotics with the effects that they have on emotions and behavior

Games and Simulations

Stories

Sometimes we "see" things that really aren't there. At other times we may not "see" something that is there and has been there for a long time. Our eyes, ears, nose, taste, and touch keep us in constant contact with our environment but we must realize that our level of awareness is dependent upon our general well being and our level of concentration.

Our percepts of reality are not constant. Our percepts depend upon our physical condition - when we are tired, angry, frustrated, anxious, enthusiastic, or complacent our percepts change.

Our percepts can be changed also by the foods and beverages that we ingest - warm milk may make us feel sleepy - too much food eaten at once can make us feel tired - coffee, cola, or tea may increase our alertness - beer, wine, or whiskey may slow us down - aspirin may relieve minor pain - barbiturates may make us feel sleepy - amphetamines may help to keep us awake.

Pedestrian safety and driver safety depend upon proper percepts - too much food, not enough sleep, improper medication, can change our percepts and increase our chances of being hurt in an accident.

A good safety rule to remember is "Fantasy and illusion lead to confusion."

Methods/Materials

Discussion of

Still pictures

- advertisement picture used as the basis for selling wine, tobacco products, whisky, vodka, or gin - What do the pictures extoll - beauty, adventure, fun, relaxation, fresh air, a return to nature? Do the pictures suggest the realities of the product?
- a vehicle driver standing on the road looking at the smashed front end of his car.
- a highway shoulder littered with beverage cans and bottles.

Newspaper/magazine articles

Films or filmstrips

Class activities

As an environmental project pupils might collect beverage containers found along their path to school. These will then be categorized by type or brand - Which beverage container was "most popular?"

Community projects

Service clubs or beverage distributors might sponsor an anti-litter campaign. Prizes could be awarded to the class collecting the greatest number of containers.

Field trips

Dramatizations

Field experiences

Suggestions for Implementation

Many of your pupils may already have deep understandings of emotional responses. These feelings may have been intensified by the home, the community, or the school. Pupils have had direct or vicarious experiences with many of these emotional responses and may already understand how their usual behavior can be modified. The material for this unit might be integrated with work in the language arts, the humanities, or the graphic arts.

Human beings are extremely complex. Each person has unique strengths, skills, weaknesses, likes and dislikes, attitudes, and attributes. All persons develop unique relationships with their environments and to some extent each becomes a part of their own environment. Our senses of sight, touch, hearing, smell, taste, and balance, all have an effect upon our environmental percepts. Hunger, anger, fright, aggression, fatigue, and sorrow are human emotions and conditions that have an effect upon our percepts of reality. Our percepts can also be modified by ingested stimulants, depressants, and hallucinogens. Since each of us is constantly tested by our environment we can respond to the constant testing best when we are rested, alert, and strong. Pedestrians who are preoccupied, fatigued, or under stress or sedation may not be able to cope with the challenges presented by moving traffic.

Vehicle drivers who are under stress, fatigued, or intoxicated may not be able to drive safely and properly. Emotional funk can be a threat to everyone.

Pedestrians and vehicle drivers oftentimes fail to understand the problems that an intoxicated person must face - blurred vision, exhaustion, hallucination, a feeling of euphoria that is not in consonance with reality, impaired reflexes, impaired coordination...

Learning Alternatives

This unit might be taught in conjunction with appropriate health or social studies materials -

- physical fitness
- the nervous system
- personal responsibilities

Pupil _____ Class _____ Teacher _____

Unit 9 - Pretest Score _____

If the statement below is true or correct place a check (✓) in front of the number. If the statement is false or untrue place an "X" in front of the number.

- _____ 1. Beverage alcohol found in beer, wine, gin, and whiskey is a depressant.
- _____ 2. Barbiturates are called "downers" because they lower our anxieties and may make us sleepy.
- _____ 3. Amphetamines are called "uppers" because they have a stimulant effect.
- _____ 4. Drivers who have been drinking alcohol or who have been taking medication or drugs may hallucinate and may lose their eye-hand coordination, making it difficult or impossible for them to see or steer.
- _____ 5. Intoxicated pedestrians are a danger to themselves and to others.
- _____ 6. Synergistic effects of diverse drugs taken at the same time are often unpredictable.
- _____ 7. The amount of beverage alcohol found in a 12 oz. can or bottle of beer is approximately the same amount as that found in a highball.
- _____ 8. Drivers who have been ingesting alcohol often become sleepy or depressed.
- _____ 9. Inebriated pedestrians may lose their sense of balance.
- _____ 10. Prescription drugs should be obtained from reputable pharmacists and taken only on the advice of a competent physician.
- _____ 11. Cocaine has no medical value.
- _____ 12. Heroin is an addicting drug manufactured from morphine.
- _____ 13. Pedestrians should always be alert to danger.
- _____ 14. Vehicles driving away from bars, taverns, or roadhouses may have drivers who are not in full control of their senses.

Unit 9 - The Mind Bugglers - Fantasy and Illusion

Pupils should develop the understanding that many ingested, inhaled, or inoculated materials can have harmful or lethal effects on the human body.

Foods, beverages, drugs, and gases (or inhaled particulate matter) can modify or terminate our normal life processes and/or our perceptions.

The Goals

STUDENTS SHOULD LEARN THAT SOME FOODS AND DRUGS ARE DANGEROUS TO THEIR HEALTH AND SAFETY.

Key Thought

EVERY PUPIL MUST UNDERSTAND THAT RESPONSIBLE, RATIONAL BEHAVIOR IS ESSENTIAL TO HEALTH AND SAFETY.

Problem

** How do pupils learn that some foods, beverages, drugs, and other chemical substances can modify their behavior and might possibly terminate their lives?*

Possible Solutions

- Pupils can learn that some foods will dramatically alter their behavior.
- . Salty foods such as pretzels, potato chips, anchovies, and salted fish and meat increase our need for water and cause us to become thirsty.
- . Ground pepper, onions, and scallions can irritate the nose and throat and cause us to sneeze or make the eyes water.
- . High fiber foods can increase the bulk in our intestines and may stimulate our need for bowel evacuation.
- . Large quantities of water, tea, coffee, beer, or soda water may stimulate kidney action and increase our frequency of urination.
- . Some fruits, vegetables, and nuts contain drug substances that may stimulate or depress our nervous system.
- . Some food additives are believed to cause hyperactivity.
- . Milk and milk products may cause digestive upset, gas, diarrhea, or intestinal pain.
- . Some improperly cooked meats may contain organisms which can cause joint pain, tissue irritation or muscular ache.

- Pupils can learn that some chemical substances can modify their behavior.
- . Alcoholic beverages may depress our nervous system, causing us to become tired, sleepy, or depressed.
- . A mixture of warm milk and honey can have a soothing effect and cause us to become drowsy.
- . Some chemical substances in medications decrease our sense of pain.
- . Some chemical substances in medications will depress the nervous system and relieve coughing.
- . Carbon dioxide and carbon monoxide in tobacco smoke can deplete or inhibit the oxygen supply present in our circulatory system.
- . Some chemicals in tobacco can modify our nervous system and cause our blood pressure to increase.
- . Some chemical substances in medications can depress our visual acuity and our reaction time.
- . Chemical depressants, chemical stimulators, and chemical hallucinogens can modify normal behavior and cause persons to lose their sense of reality and their ability to react to emergencies in a prudent responsible manner.



diet and health
the court system
detoxification hospitals
mental disability
habituation
police responsibility
"open container laws"
"littering is stealing"
The mind bogglers
"Slavery has been abolished - why be a slave to drugs, alcohol,
and tobacco?"

Summary for Reinforcement

Fantasy and illusion are an important part of our lives. Sometimes fantasy and illusion make an unbearable personal life at least tolerable. Some junkies, alcoholics, and other addicts suggest that it is better to be a slave to a drug than a complete zero - What might cause a person with unlimited potential to degrade himself to the subzero point? Can anyone become a better person by indiscriminate use of mind boggling drugs? What effect do drugs and alcoholic beverages have on pedestrian and traffic safety?



LESSON PLAN PLANNING GUIDE

Concepts for Appropriate Development

Behavior	Participation
Change	Responsibility
Conflict	Rights
Environment	Self-sufficiency
Interdependence	Stability
Law	Transportation
Maintenance	Visibility
Mobility	

Goals and Objectives

- 1.
- 2.
- 3.

Time Frame

This unit will require _____ minutes for _____ days.

Target date ____/____/____

Integrated Learnings

This unit will be integrated with learnings in -

- _____ social studies
- _____ reading
- _____ language arts
- _____ arithmetic/math.
- _____ arts/crafts
- _____ playground/recreation/recess
- _____ music/dance
- _____ other

Preliminary work

Teacher will...
obtain:

pictures for discussion from library file ____
personal file ____
multimedia materials... slides ____ films ____ tapes ____
records ____
models of cars, trucks, pedestrians,...
maps of the school district

prepare:

handout sheets for pretest and posttest
dittos or repros of pictures for pupils to color

- dittos or repros of traffic intersections to stimulate thinking
- a list of suggestions for pupil created posters
- an attitude survey
- a "safe pedestrian practices" list
- a collection of books and stories which deal with pedestrian safety
- a plan for pupil development of a bulletin board or safety corner display

develop:

- a file folder of newspaper or magazine pictures and articles for bulletin board display. The front of the file folder can be used for preliminary layout suggestions.
- ideas for artwork projects such as pictures, mobiles, paper sculptures, charts, free expression sketches of cars, trucks, vans, buses, and pedestrians.

Alternative teaching modalities

Discussion

- total class
- small groups

Pretest

Discussion of safety concepts

- total class
- small groups

Activity and project work on a small group or individual basis

Plays, skits, stories

Creative writing

- essays
- limericks
- poems
- jingles

Arts and crafts

Music and songs

Attitude discussion and evaluation

Posttest

Lesson evaluation

Attitude and knowledge evaluation

Summation and conclusions

Posttest

If the statement below is true or correct place a check (✓) in front of the number. If the statement is false or untrue place an "X" in front of the number.

Nonreaders may be tested by reading the statement to them in a small group - discussing the meaning of the statement - and by having pupils raise their hands to indicate whether they agree or disagree.

- _____ 1. Barbiturates lower our anxieties and may induce sleep.
- _____ 2. The amount of beverage alcohol found in a 12 oz. can or bottle of beer is approximately 1/2 of an ounce.
- _____ 3. Inebriated drivers are a threat to themselves as well as to others.
- _____ 4. Drivers who have been ingesting alcohol often become sleepy or depressed.
- _____ 5. Beverage alcohol found in beer, wine, gin, and whisky is a depressant.
- _____ 6. Pedestrians should always be alert to danger.
- _____ 7. "Mary Jane," Marijuana, "Hash," and Hashish are common names for an hallucinogenic drug.
- _____ 8. Vehicles driving away from bars, taverns, or roadhouses may have drivers who are not in full control of their senses.



Evaluation

The following points should be added -

The following points should be deleted -

This was a good/poor/indifferent unit because -

I was able to combine this unit with -



Unit 10 - Walking and Riding

The Problem

Our love of speed and comfort makes it difficult for pedestrians to content themselves with the seeming snail-pace of walking when cars are whizzing by them at a mile-a-minute. Pedestrians are often tempted to accept the offer of a ride or to solicit a ride — and sometimes at great risk.

Hitch-hiking is unlawful in many places and pedestrians who seek or accept rides from passing motorists may find that accepting a ride from a stranger can be dangerous.

The Goals

PEDESTRIANS SHOULD:

- learn that hitch-hiking can be dangerous.
- understand that in many towns and cities, traffic ordinances prohibit hitch-hiking and that hitch-hikers may be subject to arrest.
- realize that if a vehicle operator is arrested for all alleged violation or crime that the passenger may also be cited as an accomplice or held as a material witness.

PEDESTRIANS MUST:

- be alert to danger at all times.
- be aware that some drivers that offer rides may be intoxicated, under the influence of drugs, or be incompetent or dangerous.
- understand that soliciting a ride (hitch-hiking) may be interpreted differently by a driver.



Motivators

Bulletin Board Displays

Pictures of people walking, jogging, and running in contrast with automobiles, trucks, tractors, ships, aircraft, and rockets - indicate the approximate speeds that each can travel. Use MPH and KPH.

Safety Corner Displays

Posters, signs, slogans - Children should be warned that hitch-hiking can be dangerous.

Games and Simulations

- * "The Intoxicated Driver"
- * "The Hitch-hiker Ripoff"
- * "The Marijuana Bust"
- * "The Stolen Car"

Stories

Methods/Materials

Discussion of

Still pictures
Newspaper/magazine articles
Assault, aggression, or molestation
Traffic Safety Laws
Films or filmstrips
Class activities

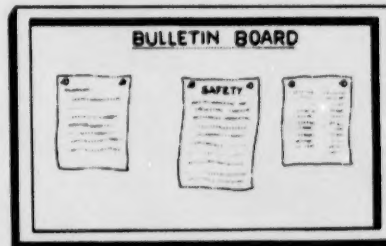
Dramatizations

See Games and Simulations

Suggestions for Implementation

It is difficult for many of us to realize the fantastic impact that the human mind has had upon the human environment. The mind and body have changed little during the past five thousand years but human accomplishments have proceeded at an ever accelerating pace. Humans can:

- walk a mile in less than fifteen minutes
- run a mile in less than four minutes
- drive a bicycle a mile in less than four minutes
- drive a car a mile in less than one minute.



- fly a mile in less than one-half of a second

The human preoccupation with speed makes it difficult to accept the slow pace of walking - man's desire to get somewhere - anywhere - fast - forces him to seek wheels or wings. The pedestrian walking along the road has a strong desire for more rapid transport. The pedestrian has a strong desire for greater speed - the speed provided by the passing vehicles - often the pedestrian will be tempted to accept the offer of a ride or to solicit a ride - and sometimes at great expense.

A pedestrian that accepts a ride with a passing motorist may get to the destination sooner but may also:

- find that the driver is intoxicated or incompetent
- find that the driver has a different destination
- find that the driver's primary concern is robbery or molestation

A motorist that gives a ride to a walking pedestrian may find that the pedestrian may:

- sue for damages if injured in an accident
- have robbery or molestation as a primary concern
- be transporting illicit goods
- be intimidated by the threat of a police investigation of alleged impropriety

Learning Alternatives

- class discussion of safe walking practices -
 - walk facing oncoming traffic
 - walk along the shoulder or berm
 - keep out of traffic lanes when walking
 - anticipate danger
- class discussion of safe riding practices -
 - use seat and shoulder harness when vehicle is in motion
 - brace your body or compact your body during rapid deacceleration
 - never ride with an incompetent or inebriated driver
- integration of this unit with a unit on mental health or social studies
- integration of this unit with a language arts exercise - short stories, poetry, essay, dramatization...



Pupil _____ Class _____ Teacher _____

Unit 10 - Pretest

Score _____

If the statement below is true or correct place a check (✓) in front of the statement. If the statement is false or untrue place an "X" in front of the statement.

- _____ 1. Pedestrians should always walk on the shoulder or berm of a roadway and should face traffic.
- _____ 2. Young pedestrians should never accept a ride from a stranger.
- _____ 3. Hitch-hiking may be unlawful and subject a person to arrest.
- _____ 4. A hitch-hiker cannot sue a driver for damages if he/she is injured in an accident.
- _____ 5. If a driver appears to be intoxicated or incompetent a passenger should ask the driver to pull over and stop the vehicle so that the passenger can get out of the car as soon as possible.
- _____ 6. If a passenger smells marijuana in a vehicle he/she should get out of the vehicle as soon as possible.
- _____ 7. If the driver is traveling at an excessive speed a passenger should ask the driver to slow down to legal speed.
- _____ 8. If hitch-hiking is the only means of reaching a destination it is good sense to travel with a buddy.
- _____ 9. If a driver appears to be reluctant to let you out of the vehicle - politely suggest - "Please pull over, I'm about to get sick."
- _____ 10. Pedestrians must keep out of traffic lanes at all times when they are walking.



Unit 10 - Walking and Riding

Walking and riding are methods of travel that have unique advantages and unique disadvantages.

The Goals

STUDENTS SHOULD LEARN THAT SOLICITING OR ACCEPTING RIDES FROM STRANGERS CAN BE DANGEROUS.

Key Thought

THE DANGERS PRESENT WHILE WALKING ALONG A HIGHWAY MAY BE INSIGNIFICANT IN COMPARISON TO THE DANGERS PRESENT WHEN YOU ACCEPT A RIDE FROM A STRANGER.

Problem

** Can pedestrians be made aware of the dangers present when they ride with strangers?*

Possible Solutions

- Discussion of the dangers present when a person travels with strangers.
- Discussion of news stories which illustrate some of the dangers of hitch-hiking.
- Discussion of values and value systems that diverse people might have.

Key Thought

RIDING IN OR ON A VEHICLE THAT COMES TO A SUDDEN STOP CAN CAUSE PERSONAL INJURIES.

Problem

** How can riders minimize the dangers present when riding in vehicles?*

Possible Solutions

- Properly maintained and properly driven vehicles provide a greater measure of safety than vehicles which are not properly maintained or properly driven.
- All persons in a vehicle should make use of seat belts and/or shoulder belts when they are available.
- Passengers can be of help by alerting the driver to possible dangers.
- Passengers in a bus can minimize noise and confusion that might divert the driver from full attention on the driving task.

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- 2.
- 3.

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- _____ language arts
- _____ arithmetic/math.
- _____ arts/crafts
- _____ playground/recreation/recess
- _____ music/dance
- _____ other

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- poems
- jingles

Arts and crafts

Music and songs

Attitude discussion and evaluation

Posttest

Lesson evaluation

Attitude and knowledge evaluation

Summation and conclusions

Summary for Reinforcement

Do children realize the dangers that exist for hitch-hikers and for drivers who pick up hitch-hikers? Young children should never accept a ride from a stranger - and older children should never travel alone. Pupils should learn their rights, responsibilities, and liabilities if they accept a ride from a vehicle driver.

Posttest

An important way to evaluate this unit is to determine whether the pedestrian behavior of your pupils has changed because of new learnings. Do pupils realize the dangers of hitch-hiking? As a posttest exercise have pupils prepare questions for an evaluation of the learnings presented in this unit.

Evaluation

The following points should be added -

The following points should be deleted -

This was a good/poor/indifferent unit because...



ALTERNATIVE TEACHING RESOURCES

Visuals

TITLE	AGE GROUP	SOURCE
Drugs - Use or Abuse 11 min., color, code 3308	Middle Grades	AIMS Instructional Media Services Inc. 626 Justin Avenue Glendale, CA 91201
Easy Steps Film Strip & Cassette 11 min., color	Primary & Middle Grades	Film Loops Inc. P. O. Box 2233 Princeton, NJ 08540
How Do You Go To School Film Strip & Cassette	Primary & Middle Grades	Kilby Association P. O. Box 1113 Pendleton, OR 97801
I'm No Fool As A Pedestrian I'm no Fool With a Bicycle	Primary	Walt Disney Educational Media Co. 800 Sonora Ave. Glendale, CA 91201
Otto the Auto Series ABCD	Primary & Middle Grades	AAA Foundation for Traffic Safety Motion Picture Services 28 E. 78th St. New York, NY 10021
A four film series in full color and semi- automation. Each film consists of 3 or 4 shorts of 4 to 6 minutes each.		
Series A - 13 1/2 minutes		
• The Little White Line That Cried, 4-1/2 minutes		
• Two Sleepy Lions, 4-1/2 minutes		
• Inky and Blinky, 4-1/2 minutes		
Series B - 13 1/2 minutes		
• Otto Meets A Puppet, 4-1/2 minutes		
• Otto Asks a Riddle, 4-1/2 minutes		
• The Bright Yellow Raincoat, 4-1/2 minutes		
Series C - 18 minutes		
• Peter the Pigeon, 4-1/2 minutes		
• Timothy the Turtle, 4-1/2 minutes		
• Squeaky and His Playmates, 4-1/2 minutes		
• Billy's New Tricycle, 4-1/2 minutes		

TITLE	AGE GROUP	SOURCE
Series D - 18-1/2 minutes • A Surprise For Otto, 4 minutes • Otto Goes Ice Skating, 4 minutes • Horseplay, 4 minutes • The Secret of the Pushbuttons, 6-1/2 minutes	Primary & Middle Grades	AAA Foundation for Traffic Safety Motion Picture Services 28 E. 78th St. New York, NY 10021
Pedestrian Safety 9 Study Prints	Primary & Middle Grades	Film Loops, Inc. P. O. Box 2233 Princeton, NJ 08540
Pedestrian Signs & Signals 11 min., color, code 1235	Primary & Middle Grades	AIMS Instructional Media Services, Inc. 626 Justin Avenue Glendale, CA 91201
Safely Walk to School 11 min., color, code 1311	Primary	AIMS Instructional Media Services, Inc. 626 Justin Avenue Glendale, CA 91201
Safety on Street and Sidewalk 10 min., color	Primary & Middle Grades	NYS Department of Motor Vehicles Film Library, Core 1 Empire State Plaza Albany, NY 12228
Stop, Look and Think 10 min., color, code 1313	Primary, Middle Grades, & Parents	AIMS Instructional Media Services 626 Justin Avenue Glendale, CA 91201
Tempted Drugs 6 min., color, code 3308	Middle Grades - Jr. High	AIMS Instructional Media Services, Inc. 626 Justin Avenue Glendale, CA 91201
Traffic & Pedestrian Education System - A Safety Program for the Young	Primary	New York State Department of Motor Vehicles Office of Public Information Empire State Plaza Albany, NY 12228
Your Child and Traffic	Parent Oriented	AAA Foundation for Traffic Safety Motion Pictures Services 28 78th St. New York, NY 10021

ALTERNATIVE TEACHING RESOURCES

MISCELLANEOUS PUBLICATIONS

1. A Federal Source Book; Answers to the Most Frequently Asked Questions About Drug Abuse
Dist: National Clearinghouse for Drug Abuse Information
5600 Fishers Lane
Rockville, MD 20852

Request from: Supt. of Documents
Dept. D
Government Printing Office
Washington, D.C. 20402
2. A New Look at Pedestrian Safety
U. S. Dept. of Transportation
NHTSA
Washington, D.C. 20590
3. Alcohol and Alcohol Safety
Vol. 1 & 2 - A curriculum manual for elementary level & teachers activity guide
U. S. Dept. of Transportation
National Highway Traffic Safety Administration
Washington, D.C.

Request from: Supt. of Documents
U. S. Government Printing Office
Washington, D.C. 20402
4. Alcohol and Alcohol Safety
Vol. 1 & 2 - A curriculum manual for jr. high level & teachers activity guide
U. S. Dept. of Transportation
National Highway Traffic Safety Administration
Washington, D.C. 20590

Request from: Supt. of Documents
U. S. Government Printing Office
Washington, D.C. 20402
5. Catalog - Schools & Pedestrian Safety Education
#3236
AAA Foundation for Traffic Safety
Room 212
8111 Gatehouse Road
Falls Church, VA 22042
6. Drug Facts
NYS Dept. of Health
Office of Health Communications
Empire State Plaza
Tower Bldg., Room 1456
Albany, NY 12237
7. Drugs of Abuse
Drug Abuse and Misuse
U. S. Dept. of Justice
Drug Enforcement Administration
Washington, D.C. 20537

- | | |
|---|---|
| 8. Manual on Pedestrian Safety 1964 | AAA Foundation for Traffic Safety
Room 212
8111 Gatehouse Road
Falls Church, VA 22042 |
| 9. Marihuana, 1972
Drugs of Abuse | Bureau of Narcotics & Dangerous Drugs
U. S. Dept. of Justice
Washington, D.C. 20537 |
| 10. New Road Signs Coming Your Way
#3556 | AAA Foundation for Traffic Safety
Room 212
8111 Gatehouse Road
Falls Church, VA 22042 |
| 11. Policies and Practices for School | AAA Foundation for Traffic Safety
Room 212
8111 Gatehouse Road
Falls Church, VA 22042 |
| 12. School Pedestrian Safety for
Elementary School | BOCES -Third Supervisory Dist. of
Suffolk County
507 Deer Park Road
Dix Hills, NY 11746 |
| 13. Teachers Guide for the Safest
Route to School Project | Contact local AAA |
| 14. Traffic Safety Education | Office of Public Information
NYS Dept. of Motor Vehicles
Empire State Plaza
Albany, NY 12228 |
| 15. Traffic Safety Guide - Primary
Traffic Safety Guide - Upper
Elementary
Traffic Safety Guide - Jr. High | Contact Local AAA |
| 16. Traffic Signs News Series
#3563 | AAA Foundation for Traffic Safety
Room 212
8111 Gatehouse Road
Falls Church, VA 22042 |
| 17. Uniform Traffic Control Devices
Manual 1971 | AAA Foundation for Traffic Safety
Room 212
8111 Gatehouse Road
Falls Church, VA 22042 |

